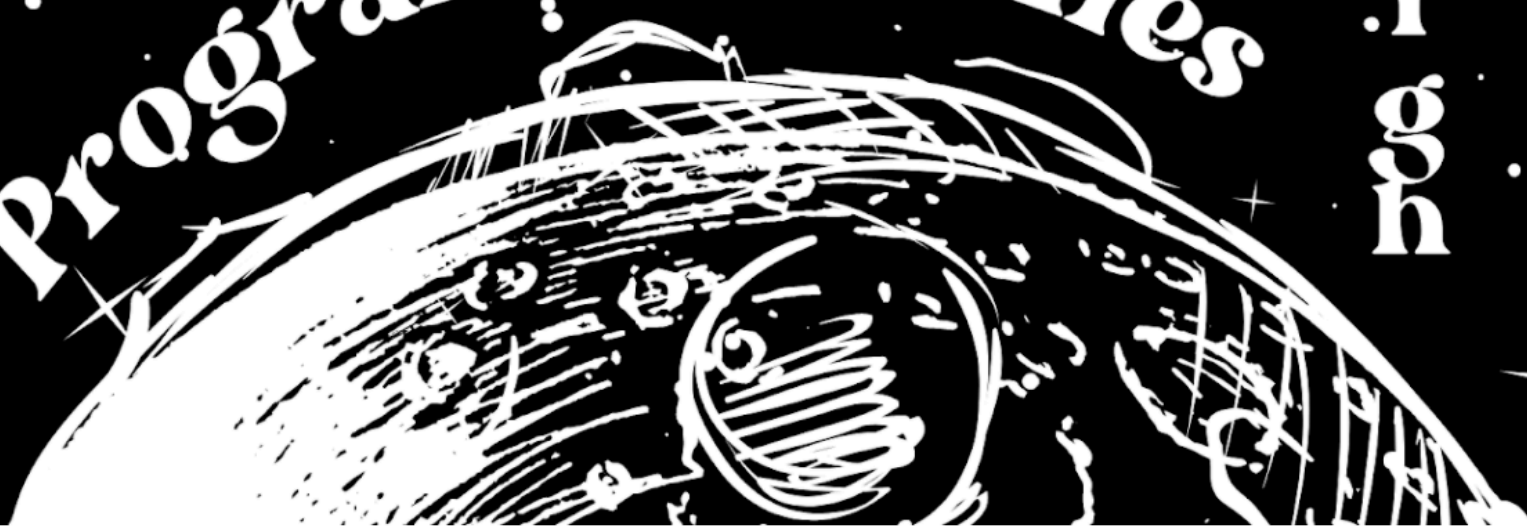


2022-2023

Program of Studies



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Northampton High School

Program of Studies

2022 - 2023

ADMINISTRATION

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Principal

587-1348

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Associate Principal of Student Affairs

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NHS Website: <http://www.northamptonschools.org/project/northampton-high-school/>

Cover art by Madison Carrier, Class of 2022

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Mission Statement

Northampton High School

The mission of the Northampton High School, in partnership with parents and the Northampton community, is to ensure high achievement by all students and to enable all students to become lifelong learners, critical thinkers and self-fulfilled and socially responsible individuals who value and contribute to a multicultural and diverse global society. Each of our courses are carefully crafted to engage students in specific content knowledge and integrate anti-racism, social justice, and equity themes.

- Goal 1: To continually increase student achievement toward the goal of having every student literate and every student numerate;
- Goal 2: To provide safe and healthy schools for our students;
- Goal 3: To develop in all students a sense of citizenship and their rights and responsibilities as a community member;
- Goal 4: That the district acquire and devote all its resources: fiscal, physical, and human, to accomplish Goals 1 through 3.

Northampton High School

Core Values, Beliefs and Learning Expectations

Northampton High School is committed to preparing versatile, well-rounded students ready to function in a diverse, global society. We are committed to engaging all students in a range of high quality educational experiences and opportunities that will assist in the development of necessary skills while becoming knowledgeable, competent, creative, empathic, and responsible individuals.

As a 21st century learning community, we encourage students to be innovative, independent critical thinkers and collaborative problem-solvers who contribute to the school and the community. We offer a dynamic curriculum that encourages natural curiosity and effective communication, and further provides a practical foundation for success in the world.

We recognize the need for a safe and supportive environment and work diligently toward achieving that goal. We value the opportunity for students to develop a strong voice in school policy-making and programming. In addition, students are encouraged to make healthy and safe life choices as they relate to future endeavors.

We promote the responsible use of technology and provide students with an understanding of the ethical considerations regarding technology.

The Northampton High School Community has identified the following learning expectations for all students:

Academic Learning Expectations:

- To be effective communicators using writing, speaking, and visual means for a variety of purposes
- To be skilled listeners and observers
- To be critical and analytical readers, researchers, and problem solvers
- To be effective in the use of technology and understand the ethical considerations regarding retrieving and utilizing information
- To engage in creative activities and understand their role in innovation
- To develop an understanding of the aesthetic, social, and historical contributions from many different cultures

Social and Civic Learning Expectations:

- To work in small and large group settings and contribute in collaborative environments
- To be able to make healthy and safe life choices
- To be able to comprehend and interpret information in the media
- To be able to handle and resolve conflict by utilizing empathy, flexibility, and respect.
- To develop leadership skills including integrity, accountability, and a sense of social justice including a student government that aids in improving the school

See the following [link](https://drive.google.com/drive/folders/0B-h9y2G8tZbfSm93SFpnZ1pEb0E) to access the rubric for the academic and social and civic learning expectations:
<https://drive.google.com/drive/folders/0B-h9y2G8tZbfSm93SFpnZ1pEb0E>

Principal's Foreword

The Northampton High School Program of Studies presents a wide range of courses, including essential information on graduation requirements and educational opportunities offered, to engage and challenge all students while meeting individual needs and goals. We emphasize a high level of academic rigor and provide a meaningful educational experience for every student. Each of our courses is carefully crafted to provide opportunities to engage our learning expectations.

The course selection process is an important one and should not be limited to this publication. The most important element in a successful academic program is the student. Each year brings a new opportunity to design a selection of courses that speaks directly to the students' interests and aspirations.

When scheduling I urge students to consider both challenge and balance. All courses provide rigor and academic challenge to nourish mental growth. High school is a unique time to explore and develop student strengths and interests; therefore, students should take the opportunity to enroll in classes that adhere to their passions and hearts. Students' interests, abilities, past performance, and goals for the future are all important factors that need to be considered when scheduling.

Students will have multiple opportunities to receive support from teachers and school counselors in building an appropriate schedule. I encourage students to spend time exploring and discussing options with your caregivers. Your careful and thoughtful attention to the course selection process will help us develop an educational program that best meets your needs and interests. It is important to note that your course schedule is built based on the courses you chose; no course changes will be allowed unless for reasons as detailed in the Course Selection section of this program.

Northampton High School has an excellent educational program taught by a talented, dedicated and highly qualified faculty. This high school is committed to providing each student with an education in which essential information and skills are learned, knowledge is explored, and ideas are critically analyzed and evaluated. Each of our courses are carefully crafted to engage students in specific content knowledge and integrate anti-racism, social justice, and equity themes.

Lori Vaillancourt
Principal, Northampton High School

School Counseling Department

**Counselors may be contacted directly
at the following numbers or by email.**

All staff have voicemail.

School Counselors

Roberta Fydenkevez 587-1349; rfydenkevez@northampton-k12.us

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School Adjustment Counselors

Kathy Goodwin-Boyd 587-1372; kgoodwinboyd@northampton-k12.us

Andrea Leydon 587-1346, Ext. 3103; aleydon@northampton-k12.us

Edward Stone 587-3338; estone@northampton-k12.us

Heather Teed 587- 3693; hteed@northampton-k12.us

Internship and Innovation Pathway Coordinator

Meshia Begin 587-1358; mbegin@northampton-k12.us

School Counseling Administrative Assistant/High School Registrar

Andrea Sullivan 587-1353; asullivan@northampton-k12.us

Principal's Office Telephone: 587-1341 Fax: 587-1374

Counselor Office Telephone: 587-1353 Fax: 587-1363

School Counseling Department

Philosophy

The philosophy of the Northampton High School Counseling Department is to help all students successfully navigate high school academically, socially and personally. The School Counseling Department aligns with the school's mission statement and learning expectations in supporting the academic achievement of all students. The Massachusetts Model for Comprehensive School Counseling and the ASCA National Model with their data-driven and results-based focus serves as a guide for the NHS school counseling team. The emphasis of the School Counseling program is to maximize the potential of all students through a comprehensive developmental approach.

Role of the School Counselor: The school (guidance) counselor works to assist students to become healthy and effective human beings as they transition to adulthood. This is done through individual, small and large group consultation. Counselors work to support students in coordinating students, families, school, and community resources.

Role of the School Adjustment Counselor: Responsible for supporting the social and emotional wellbeing of all students in order to achieve academic success. The School Adjustment Counselor is a key member of the Student Support Team and works directly with the Counseling Department and Administration to ensure a safe and positive school climate.

Transfer Goals:

- **Self-Awareness:** Learn to recognize and assess one's own feelings, interests, strengths and challenges.
- **Self-Management:** Take responsibility for one's own behavior and well-being, which includes developing relationships, advocating for self, utilizing resources, managing emotions, and setting goals.
- **Decision-Making:** Develop and demonstrate decision-making skills and responsible behaviors in personal, school, family and community contexts.
- **Growth Mindset:** Embrace the idea that with effort and practice, one can have a profound effect on their learning, achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.
- **Relationship Skills:** Build and maintain positive peer, family, school, work and community relationships.

Marking System and Grade Point Average

Northampton High School uses an unweighted grading system.

There is no ranking of students.

| Numerical Grade | Grade Points | Letter Grade / Standard |
|---------------------------------|--------------|---------------------------|
| 94 – 100 | 4.0 | A Proficient - Exemplary |
| 90 – 93 | 3.7 | A- Proficient |
| 87 – 89 | 3.3 | B+ Proficient |
| 84 – 86 | 3.0 | B Proficient |
| 80 – 83 | 2.7 | B- Proficient |
| 77 – 79 | 2.3 | C+ Proficient |
| 74 – 76 | 2.0 | C Developing - Proficient |
| 70 – 73 | 1.7 | C- Developing |
| 67 – 69 | 1.3 | D+ Developing |
| 64 - 66 | 1.0 | D Developing |
| 60 - 63 Lowest Passing Grade | .7 | D- Developing |
| Below 60 Failing | 0 | F Beginning or Missing |

Pass / Fail Courses:

- Students will receive P (Pass) for satisfactory work and awarded credit
- Students will receive an F (Fail) for unsatisfactory work and are not awarded credit.
- P/F classes are not calculated into the GPA.
- The following courses are Pass/Fail:
 - Senior Capstone
 - Internship
 - Teacher Assistant
 - Work Study
 - Tech Management
 - Learning Strategies & Academic Support
 - ELE Content Support

Graduation Requirements

| Requirements | NHS Required Courses |
|----------------------------------|---|
| | Minimum of <u>28</u> total credits needed to graduate |
| English | 4 English courses; 1 each year |
| Mathematics | 3 Mathematics courses |
| Sciences | 3 Science courses |
| Social Studies | 3 sequential social studies courses <ul style="list-style-type: none"> ● US History I, US History II, and a World History |
| Wellness Education | Grade 9: Wellness 9, semester-long course Grade 10: Physical Education Experience Grade 11: Physical Education Experience Grade 12: Physical Education Experience |
| Electives | 2 additional academic courses from the following subject areas: Math, Science, Social Studies, English, World Language, Computer Science courses, and Introduction to Engineering |
| Visual or Performing Arts | 1 course (see course listings for eligible requirements for visual arts, performing arts, and technology classes fulfill this requirement) |
| MCAS * | <ul style="list-style-type: none"> ● Achieve a passing score, as determined by the MA Department of Elementary and Secondary Education in the required MCAS math, English, and science tests. ● Additional information can be found: http://www.doe.mass.edu/mcas/graduation.html ● Students who are in the “Partially Meeting Expectations” category of the ELA and math MCAS are given an Educational Proficiency Plan (EPP), and they continue to take courses until they receive a “Meeting Expectations” score or through their senior year. |

** Subject to change according to DESE requirements*

Colleges and Universities Admission Standards

General Requirements for Post-Secondary Education

No set pattern of admission requirements applies to all institutions of higher learning. Information on many colleges is available for students. Specific entrance requirements for post-secondary education should be checked in the published information for each institution.

Massachusetts State Universities and UMass Minimum Course Requirements

Although some colleges may have additional requirements, minimum coursework which totals seventeen (17) college preparatory courses are presently required by the state universities and UMass system. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

These courses are distributed as follows:

| Subject | Requirements for Entering College Freshman |
|-----------------|---|
| | Fall 2017 and Beyond |
| English | 4 courses |
| Mathematics | 4 courses (Algebra I & II and Geometry* or Trigonometry, or comparable coursework) including mathematics in the final year of high school |
| Sciences | 3 courses (from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work |
| Social Sciences | 2 courses (including 1 course in U.S. History) |
| World Languages | 2 courses (in a single language) <i>Note: American Sign Language (ASL) counts as a world language.</i> |
| Electives | 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences) |

Note: comparable courses are defined as coursework that is equal to or beyond the content defined in the Massachusetts Curriculum Frameworks.

**Integrated Math 1, 2, & 3 are comparable to Algebra I, II, and Geometry.*

NCAA Eligibility for College Athletes:

In order for a student to be eligible for participation in Division I and II athletic programs in college, the student must meet specific eligibility requirements found at www.eligibilitycenter.org.

Graduation Progression

To remain on track to graduate in four years, students are expected to earn credits as follows:

| | |
|------------------------|---|
| End of Year 1 - | 07 credits |
| End of Year 2 - | 14 credits |
| End of Year 3 - | 20 credits |
| End of Year 4 - | <u>28 credits needed to graduate</u> |

Courses which meet daily for 1 semester earn 1 credit.

Courses which meet daily for a full year (2 semesters) earn 2 credits.

Minimum of 4 academic courses* must be scheduled per year.

*(*Courses within the English, Social Studies, Science, Math, and/or World Language Departments, Computer Science Courses, and Introduction to Engineering)*

Early Graduation

This option is available to all students who are able to complete graduation requirements by the end of **semester one of their senior year**. This is an option which must be carefully considered with planning and counseling. Students requesting the option of early graduation must understand and meet the following criteria:

1. All NHS graduation requirements must be met prior to early graduation. This includes completion of all Northampton High School course requirements, successful scores on all state mandated tests (MCAS), and completion of the minimum number of total credits required for graduation.
 2. Students interested in participating in college sports must have met NCAA requirements.
 3. The priority deadline for applications for early graduation to be submitted to the student's school counselor is March 15th of the student's junior year. Applications will be considered on a case by case basis after this deadline by administration and counselors.
-

Course Selection Process

Students select courses online, using their Aspen accounts, in the spring of each year. It is important that they carefully analyze all of the information: units of credit, requirements, prerequisites, and scheduled offerings, and think about their four-year plan.

School counselors will advise students regarding their individual plan of study, ensuring that selections are consistent with graduation requirements.

Courses may be canceled due to insufficient enrollment or staffing constraints.

Course Changes / Withdrawal Procedure

Students will not be able to change their course schedules after three days into a semester, or withdraw from courses without permission from a teacher, school counselor, administrator, and parent.

Timeline for Changing Courses (including academic classes, TA, work-study and internships):

- Requests can only be made within the first 3 days of the course.
- Any requests after these dates can **only** be made if the teacher or school counselor recommends the request and it is approved by building administration.

Changes will only be permitted for the following reasons:

- A prerequisite has not been met
- A course was made up in summer school
- To correct placement in the inappropriate academic level
- To meet high school graduation or college admissions requirements

Schedule changes will not be made for the following reasons:

- Students seeking a specific teacher, period, or term for a particular class
- Students seeking revision to an already balanced and complete schedule

Withdrawal from Courses:

- If a student withdraws from a course within ten (10) school days from the start of the course, the course will not be listed on the transcript.
- After ten school days, the withdrawal is recorded as a (W) on the transcript.
- Grades of W are not calculated into the GPA.
- Teachers will factor in grades earned by students who change course levels in a specific subject area, if the level change occurs after the 10-day withdrawal period.

Special Senior Circumstances

Senior Course Changes:

Seniors should understand that any changes to their second semester schedule may impact college admissions outcomes. Once transcripts have been submitted to colleges, students are responsible for notifying colleges if changes are then made.

Reduced Schedule for 12th Graders:

Seniors are permitted to take less than 8 classes. This should be a carefully considered plan developed with a counselor and approved by a caregiver. Students with a reduced schedule must be on track to earn 28 credits and fulfill all graduation requirements. Students with a reduced schedule are required to complete the Reduced Coursework Form available in the counseling department.

Edgenuity - Online Coursework

*Edgenuity courses can **only** be used for credit recovery or as assigned by a school counselor or administrator.*

Edgenuity Courseware™ offers an engaging curriculum for core and elective courses designed to help students in grades 9–12 meet the rigor of national standards and state standards. Edgenuity is a video-based instructional model that emulates best practices from the classroom and engages students in rigorous multimodal learning. To support focused contextual learning, students will watch expert teachers as they model skills and concepts. Courses are asynchronous and self-paced

Levels of Instruction

All courses at NHS are designed to be challenging and to develop students' academic skills. All courses are designed to prepare students for college and/or career. Honors and Advanced Placement courses are especially rigorous and fast-paced. They are for students with scholarly interests and the ability to think abstractly, conceptualize and solve problems. Summer assignments are required for some courses.

Honors Courses (H)

Northampton High School currently offers students a wide variety of honors level courses. Honors level courses are designed to provide students with a rigorous curriculum that is introduced at an accelerated pace. These courses are designed to challenge students academically and help them to develop critical thinking and problem solving skills. Honors courses are demanding with an increase in the overall amount of class work and homework assigned, reading and preparation, and faster paced learning with an emphasis on independent work. Students enrolled in an Honors class may not withdraw from the course to take a Smith College class.

Advanced Placement (AP)

The College Board's Advanced Placement (AP) Program allows students to take rigorous college-level courses while in high school. AP courses require students to work independently and engage in a fast-paced, scholarly curriculum. Students enrolled in an AP course should expect to be assigned summer work that will need to be completed by the first day of classes. A student who enrolls in a two-semester (2 credits) AP course is required to remain in the class for two semesters to earn credit.

Each AP course has a corresponding assessment test through which students may earn college credit. Participating high schools administer the AP exams each May. Although Northampton High School does not require students to take the AP exam, colleges almost always require the exam in order to count as college credit. **Students taking an AP course will be required to notify their teachers within the first three weeks of the start of their course whether they will choose to take the College Board AP exam.** NHS strongly believes that all students should have equal access to our Advanced Placement curriculum. Therefore, a prorated fee scale is in place for students who qualify for the Federal Free and Reduced Lunch Program. Please see your school counselor for further information on qualifying for a prorated fee. Students enrolled in an AP class may not withdraw from the course to take a Smith College class.

PLTW (Project Lead the Way)

Project Lead the Way (PLTW) provides interactive, engaging classes for high school students. They are designed to be hands-on and empower students to develop knowledge and skills they need for the current work world. Teachers of this program are specially trained to provide resources and the support for students to engage in real-world learning. Currently, NHS offers three PLTW pathways in computer science, and one in Body Systems. All classes involve hands-on activities, projects, and real-world challenges; and inspire students to reimagine how they see themselves in the world. PLTW courses are considered advanced classes as PLTW students are better prepared for post-secondary studies and more likely to consider careers in critical STEM fields. More than 100 colleges and universities are members of The PLTW College and University Partner Network that actively recruits PLTW students. Students of PLTW courses have an opportunity to earn college credit for these classes.

Advanced Coursework and Work-Based Learning Opportunities

Advanced Coursework and Work Based Learning Opportunities include Smith College, dual enrollment, internships, capstone, work study, teacher assistant opportunities, and developmental remedial opportunities. All additional college and career course options need prior approval from school counselors and NHS administration.

For scheduling purposes, students may NOT drop an AP, PLTW, or Honors course(s) to accommodate their additional college and career course option. Students choosing to enroll in alternative options will not be able to reserve seats for NHS classes. If a Smith class or dual enrollment class is not available, then students will be scheduled into available NHS classes.

Smith College Course

Credit: 1

Open to Grades 11 (1 course per semester) and 12 (may take 2 courses per semester)

- Available to juniors or seniors with a minimum GPA of 3.4.
- Available to students who have exhausted all high school offerings in the academic area of choice.
- Students who are continuing the study of a world language must take a placement test.
- Performance, studio art, first-year seminars, interdepartmental courses, and physical activity classes are NOT open to NHS students.
- 11th grade students may take only those Smith courses that are worth at least 4 credits in the college's system or if less than 4 credits only if it is a student's fifth class in a semester.
- Students must attend a mandatory information session to be eligible to take a course at Smith College.
- Enrollment is based on availability and permission of the instructor and Dean of the College.
- Smith College students have priority over NHS students for entry into classes.
- Students are required to complete the registration process prescribed by Smith and NHS.
- Grades are awarded by Smith College and provided to the NHS Counseling Department. Grades and credits are entered in students' transcripts which are then calculated into NHS GPA.
- Mid-term grades are not reported or recorded for NHS students, who are notified only if they are performing unsatisfactorily at mid-semester.
- Smith College provides transcripts to NHS students, but does not provide college credit.

Dual Enrollment Opportunities

Credit: 1

Open to Grades 11 and 12

- Dual Enrollment is for students in grades 11 and 12 only. Grade 11 students may begin taking courses in the summer following their sophomore year.
- Students may earn 2 additional credits a year in a combination of dual enrollment and NHS classes.
- It is strongly recommended that students do not take more than four academic/college level classes. Additional credits may include: work-study credit, internships, dual enrollment at a NHS post-secondary partner school (HCC, GCC, Westfield).
- Dual enrollment will be accepted as credits for graduation requirements for grades 11 & 12.
- For graduation requirements, DE classes must be taken prior to the second semester of the senior year or a waiver must be signed by students and caregivers.
- Courses that prepare students to participate in MCAS exams are required to be taken at NHS (English I & II, Biology, IM1 & 2)
- A 3 credit course would typically equate to 1 credit at Northampton High School.
- The high school transcript will indicate the course name, the college, and credit earned.
- The grade will be calculated into the GPA.
- Students who take developmental/remedial courses based on the results of the college's placement test will receive elective credit upon successful completion of the course.

Information About the Dual Enrollment Process

In some cases, the cost of dual enrollment courses may be covered by the college or by NHS. Please see a dual enrollment advisor or school counselor for more information. Contact the college directly for information about costs per course.

Steps for dual enrollment include:

- Student meeting with school counselor and/or dual enrollment advisor to work on course selection.
- Student applies to the college and registers for courses with their college-based advisor.
- Student provides NHS with a copy of the college course registration or schedule.
- The student and/or college will provide the NHS registrar with a transcript after the course/s are complete.
- If a student needs to withdraw from a dual enrollment course, be sure to communicate with a dual enrollment advisor and school counselor first.

7000 Senior Capstone

Credit: 1

Open only to Grade 12

The Capstone Project empowers self-motivated 12th grade students to explore a subject area that interests them in ways that best suit their preferred learning styles. Students will design a project that culminates in a public presentation of their work. Learning activities may include research, field work, apprenticeships, volunteer work, community involvement, and/or social or political activism. Capstone projects are designed to support students in making meaningful contributions to the community at large.

Seal of Biliteracy

The criteria for earning the State Seal of Biliteracy can be found in 603 CMR 31.07(2) of the state regulations. The Board of Elementary and Secondary Education established these criteria to identify and recognize students who have attained a high level of proficiency in English and not less than one world language. To qualify for the State Seal of Biliteracy, students must meet all graduation requirements and the English language and world language criteria. A link to the description at the Department of Elementary and Secondary Education is: <http://www.doe.mass.edu/scholarships/biliteracy/>

Work-Based Learning Opportunities

These career preparation courses are designed to be student-driven as they prepare each student to become more versatile in their employability and work-readiness, and more informed on career path opportunities for their future. By participating in career awareness, exploration and immersive work-based learning activities, students are expected to develop their sense of work ethic and professionalism, grow in their ability to be dependable and take initiative, understand their growth-mindset and self-management skills, develop strong interpersonal skills, become a more effective communicator, collaborator, and build a foundational sense of workplace culture, policy and safety.

Eligibility and Course Requirements:

- Course graded Pass/Fail and does not count in GPA calculations
- Course changes may be requested by students to the school counselor during the first 3 days of each semester.
- Course changes made after approved dates will only be permitted for lateral moves from other career preparation courses, scheduling errors or prerequisites having not been met, or if found to be necessary by school counseling team and administration in order to meet graduation requirements and/or college and career readiness goals

Internship

Credit: 1

Open to Grades 11 and 12

7.5 hrs/wk = 1 credit

Prerequisite: Interest Inventory Interview with Coordinator

The Internship course includes both in-school and out-of-school internships and encourages students to become immersed in an occupation or career pathway of their interest. Students will explore career interests and, in collaboration with the Coordinator, find a suitable internship with a local community employer. This course offers students an opportunity to develop their professional skills, receive mentorship from a community employer and set goals to further define their career pathways. Students will be required to submit a regular record of hours, build a Career Exploration Portfolio, complete work-readiness assignments, and attend skills development and job-readiness trainings or workshops that build upon their professional toolkits (resumes, interviewing, cover letters).

Teacher Assistant

Credit: 1

Open to Grade 11 and Grade 12

Prerequisite: Application and Interview

The Teacher Assistant course offers students an opportunity to take on a leadership role and support their peers and faculty in the classroom. This course offers students opportunities to build upon leadership skills, learn classroom administrative and organization skills, build positive relationships with peers/staff, and learn effective teaching methods of classroom curriculums. Students will be required to abide by school attendance policy, attend copier training, complete career exploration assignments and participate in skills development training and workshops that build upon their professional toolkits (resumes, interviewing, cover letters). Lastly, Teacher Assistants will be tasked with designing and implementing a semester project that has a positive impact in the classroom or NHS community. TA applications and interviews are required prior to scheduling; virtual applications are available on the Career Hub.

Work Study

Credit: 1

Open to Grades 11 and 12

7.5 hrs/wk = 1 credit

Prerequisite: Course-entry interview with Coordinator and/or Verification of Employment (recent paystub or letter from employer)

The Work Study course is offered to students who are new to the job market and are in need of entry-level work experiences OR are seeking a credit to help in balancing school course loads and part-time work positions outside of school. This course will support students in understanding expectations of the workplace and assist in managing the responsibilities of holding a job and improving upon work-readiness skills. Students will be required to submit regular records of hours worked by way of paystubs or time cards, complete work-readiness assignments, participate in skills trainings and workshops that build upon their professional toolkits (resumes, interviewing, cover letters), and develop semester goals as part of their future jobs portfolio. Students are encouraged to acquire Work Study hours through part-time jobs and unpaid volunteer work

Innovation Pathway Program(s)

Innovation Pathways are DESE designated programs that support students with opportunities to engage in career exploration of a specific industry. Students take a series of career-specific technical courses, internships and dual-enrollment courses. Students learn industry skills, earn credentials, gain insights through mentorship and have opportunities to participate in local internships, gaining workplace skills and experiences that ready them for careers in high-demand industries. Students involved in an Innovation Pathway start in their 9th or 10th grade year and continue to be involved in the program until graduation. Participation in all Innovation Pathways are free to students and students must show commitment to sustain enrollment in the program.

Information Technology Innovation Pathway

The Information Technology Innovation Pathway, or IT Pathways Program, seeks to create opportunities for students who are looking to enhance their skills and knowledge in preparation for college majors and careers in Information Technology. This Pathway will include a specific scope and sequence of high school coursework, summer and school year internship experiences, college courses, and a 14-week Senior Capstone experience. In addition to a diploma, students completing the pathway will obtain college credits and professional-level IT credentials or badges that match the current employment requirements of local businesses.

In order for a student to complete the pathway, they must complete the following classes and internships by graduation:

- 1 Technical Elective Courses
- 2 College-Level Classes (either specified dual-enrollment or PLTW course)
- 1 Tech Management Internship Class
- 1 IT Pathway Senior Capstone
- 2 Summer Internships (non-credit)

| NHS Technical Elective s (Choose 1) | Internship/Capstone (All Required) | College-Level Courses or PLTW (Choose 2) |
|---|--|--|
| <ul style="list-style-type: none"> ○ Intro to Robotics & A.I. ○ CISCO Introduction to Networks ○ PLTW Computer Science Essentials: Python ○ PLTW Computer Science A: Java ○ PLTW Cybersecurity ○ Web Design & Programming | <ul style="list-style-type: none"> ✓ IT Support Internship (Summer) ✓ Tech Management / CISCO IT Essentials (Semester-long) ✓ Industry Internships (Summer) ✓ IT Pathway Senior Capstone (Semester - long) | <ul style="list-style-type: none"> ✓ GCC CIS 150 Programming Principles & Concepts ✓ PLTW Computer Science Essentials: Python ✓ PLTW Computer Science A: Java ✓ PLTW Cybersecurity |

See Technology Education Department for Additional Course Descriptions

IT Summer Support Internship (50 hours)

Students will work in collaborative teams to prepare district workstations, Chromebooks and other tech supplies for the upcoming school year. They will take apart and remove district machines, while also learning how to image and install desktop computers. Additionally, they will learn how to enroll and manage our Chromebooks program and various other technologies used throughout the district. Students will travel between the six district schools. Transportation provided.

Industry Internship (50 hours, 1 GCC Credit)

Students will participate in an “Industry Internship” working under the supervision of Northampton Public School Staff and in collaboration with a local employer. The internship will consist of: project assignments (as directed by their collaborating employer) related to building organizational capacity through tech improvements or integration and a final 5-slide presentation showcasing their internship experience. Interns will walk away with exposure to an industry, exploration of career opportunities in IT and a better understanding of workplace expectations. Transportation provided.

Tech Management (CISCO IT Essentials) (100 hours, 2 GCC Credits)

NHS Credit: 1

The Tech Management course is a pass/fail internship and skill-based class available to IT Pathways AND students NOT involved in the Pathway. Students will learn how to manage and navigate an IT help desk system as well as understand the workflow of a collaborative IT team. This course will develop student’s technical skills relating to management of devices, both hardware and software, problem solving/troubleshooting procedures, communication and customer service. Students will have opportunities to set goals and develop their professional skills through exploring aspects of the industry and receiving mentorship. Students will progress through the CISCO IT Essentials curriculum which culminates in a certification of completion from CISCO. Interns will receive small credential trainings, called badges, that will improve their competency to manage project-based work and expose them to industry-related tools and methodology. This focuses on all major aspects of technical troubleshooting and customer service skills. All students will be required to review employability skills, build a Career Exploration Portfolio, develop a portfolio website and complete a resume that includes their internship position.

CIS 150 Programming Principles and Concepts – 3 credit GCC course

Computer problem-solving principles and techniques for students contemplating a career in computer programming, or computer information systems. Structured problem-solving methods are introduced, including techniques for decomposing complex problems, and expressing the problem solutions in terms which can be expressed in any computer programming language.

IT Pathways Senior Capstone (1-4 credits)

The Senior Capstone is the culminating experience for students involved in the IT Pathways program. Students will progress through self-paced coursework to earn industry credentials and engage in developing professional relationships via 60-100 hours of internship and other career immersion experiences. In addition, students will develop their portfolio of professional tools (resume, cover letters,

interviews and website) and complete a project of their choosing that demonstrates in some way their experience with the program or something they have learned. This is intended to be used for future IT Pathways cohorts and/or as a part of their professional website.

(Capstone offerings are subject to change year-to-year as they are dependent on available resources and industry demands).

Health Care and Public Health Innovation Pathway

(contingent on grant approval)

The Health Care and Public Health Innovation Pathway seeks to create opportunities for students who are looking to enhance their skills and knowledge in preparation for college majors and careers in Public Health, Biomedical Science, Healthcare and/or Social Assistance. This Pathway will include a specific scope and sequence of high school coursework, summer and school-year internship experiences, college-level courses, and a 14-week Senior Internship experience. In addition to a diploma, students completing the pathway will obtain college credits and professional-level healthcare industry credentials that match the current employment requirements or public health demands.

Courses and Internships students will experience include, but are not limited to:

- PLTW Body Systems
- Yoga & Mindfulness
- Intro to Health Careers (HCC)
- Senior Internship and Cooley Dickinson Healthcare
- Biology, Chemistry, Psychology

English Department

Philosophy

The English Department emphasizes the acquisition and development of the core skills of English Language Arts: reading, writing, speaking, and listening. Understanding that communicating clearly and collaborating effectively is essential to individual success, we encourage the development of these essential skills through close reading and discussion of literary and nonfiction texts and the practice of analytical writing, research, argument, personal narrative, and creative writing. We offer a curriculum that encourages students to explore a broad range of genres, time periods, and cultures. Our reading lists reflect our expectation that students will develop an increasingly global perspective, gain a deeper understanding of the potential of literature and the power of language, and experience with greater frequency the various pleasures of reading.

ELA Transfer Goals K-12:

- **Read Effectively:** Read and comprehend a range of complex texts and media created for various audiences and purposes, including for enjoyment and for deeper understanding of a subject.
- **Analyze Texts Closely:** Connect the power of words and images to the perspectives of others in order to construct an understanding of global cultures, historical periods, and themselves.
- **Think Critically:** Think critically by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through analysis of evidence found in print and multimedia texts.
- **Develop and Express a Point of View:** Listen to the ideas of others, develop an informed point of view based on cogent reasoning and solid evidence, and express ideas effectively in writing and in oral presentations to suit diverse audiences and a variety of purposes.
- **Write for Various Purposes:** Write texts for various audiences and purposes (including text-based responses): to explain, inform, entertain, persuade, and help perform a task, and/or civically engage in challenging the status quo.
- **Understand and Apply Language Concepts:** Apply knowledge of language to understand how language functions in different contexts and make effective choices for meaning or style.
- **Utilize Technology:** Apply concepts of digital and media literacy to effectively communicate in a global society.

English Courses

0111 English 1

Credit: 1

Required for all Grade 9 students

English 1 provides students with the foundational instruction and practice they need to achieve college and career readiness. Students expand their critical thinking skills through written and spoken analysis and argument, focusing on fiction, poetry, nonfiction, and visual texts. They learn close reading strategies, develop discussion skills, and practice writing in a variety of genres and for a variety of audiences. Students also acquire more advanced research skills, gain valuable public speaking practice, make formal presentations, and work collaboratively on projects.

0211 English 2: American Literature

Credits: 1

*Prerequisite: English 1
Grade 10 students only*

English 2 explores and celebrates the great, diverse, and ever-evolving body of work we call American literature. We read, discuss, and write about novels, short stories, drama, and poetry by a wide range of American writers. While the general orientation of the course is thematic, our foremost goal is to help students develop and improve their analytic and writing skills through the study of rich texts, including both imaginative literature and nonfiction. With this aim in mind, students should be prepared to read assigned pages every night, to participate eagerly and substantively in class discussions and activities, to work independently and cooperatively in small groups, and to write and revise written work regularly and critically throughout the semester.

0200 Honors English 2: American Literature

Credits: 1

*Prerequisite: English 1
Grade 10 students only*

Honors English 2 explores and celebrates the great, diverse, and ever-evolving American literary tradition, with the primary goal of advancing student reading, thinking, speaking, and writing skills. Students should be prepared for a rigorous course of study that includes the close, careful reading of works by a wide range of American writers; daily, in-depth, often fast-paced class discussion; and regular writing assignments that engage students in focused, critical analysis. Small group work, independent and collaborative research, and formal presentations are also required of all students. This course is designed specifically for students who have considerable confidence in their existing reading and communication skills and who are eager to take those skills to the next, higher level.

0311 English 3: Rhetoric, Language, and Text

Credit: 1

*Prerequisite: English 2 or Honors English 2
Cannot be taken after or concurrent with AP Language & Composition
Grade 11 students only*

This course focuses primarily on reading, writing, and analyzing nonfiction—primarily argument. The course is designed to improve close reading and writing skills in ways that extend beyond the classroom, such as formulating debates, proposals for civic change, and cover letters for applications. It is also

intended to prepare students for the first-year writing course required at most colleges. Students will read, discuss, and write about a wide range of nonfiction texts and literary works, including speeches; essays about contemporary issues; and op-eds, articles, and visual texts on current topics in the news. Homework may involve short readings, conducting research, or editing writing assignments. The bulk of the essay writing is done in class following a workshop model.

0300 Advanced Placement Language & Composition

Credit: 1

Prerequisite: English 2 or Honors English 2

Grade 11 students only

Cannot be taken after or concurrent with English 3

This is a one-semester course focused on non-fiction texts, and on writing essays of argument, analysis, and synthesis. The class is designed to be the equivalent of the first-year writing course required at most colleges and universities. Students will read, discuss, analyze, and respond to a wide range of nonfiction texts such as speeches by Abraham Lincoln and Malcolm X; essays by George Orwell, Henry Louis Gates Jr., Ta-Nehisi Coates, and Virginia Woolf; along with op-eds, articles, documentary films, cartoons, and visual texts related to contemporary topics in the news. Most homework involves reading a speech or an essay, watching a short film, editing essays, or conducting research. The bulk of the essay writing is done in class following a workshop model. While there is some test preparation for the AP exam, it is not the primary focus of the course.

0331 Creative Writing

Credit: 1

Prerequisite: English 1

*****This course does NOT fulfill yearly English requirements*****

This course may be taken more than once

Students will create polished works of fiction, drama, poetry, and other forms. Some pieces are teacher-assigned and some are self-chosen; multiple revisions are expected. Students regularly engage in writing exercises designed to stimulate imagination and develop skills. Class members must be willing to learn how to share their work, receive feedback, and critique others' work in a welcoming, non-judgmental, and inclusive, yet constructive workshop process. Selected readings are a required part of the course: these will consist primarily of short stories, poems, plays, and writers writing about writing. Students should note that the course is highly structured and rigorous, and that it is fun and rewarding for hard-working writers, who will enjoy an opportunity to experiment with personal expression, storytelling, language, form, and style.

Senior English Options / English Electives

Students must choose from the following courses to fulfill the English graduation requirement.

These courses may also be taken as an elective; however, they will count as an Academic Elective if taken outside of senior year.

Courses Available Every Year:

Multicultural Literature
Advanced Placement Literature & Composition

Courses Available 2022 – 2023 School Year

The Art and Analysis of Poetry
Science in Literature

Courses Available 2023 – 2024 School Year

Great Short Stories
Literature and the Screen

Courses Available Every Year

0411 Multicultural Literature

Credit: 1

Prerequisite: English 2 or Honors English 2

This course introduces students to stories and ideas from around the globe that have been translated into English. Fiction, non-fiction, and poetry, including sweeping literary movements such as magical realism, existentialism, and absurdism will be explored. One goal is to recognize our place in a global community where ideas resonate across cultures and time. Students will have individual choices as writers and be expected to take initiative regarding research. Over the course of the semester, students will work on a number of different assessments related to the literature including presentations, Socratic seminars, and common argumentative, informative/expository, and narrative assessments.

0400 Advanced Placement Literature & Composition

Credit: 1

Open to Grade 12 students only

AP English Literature and Composition is a course intended for students who wish to refine their writing and reading skills, improve their vocabulary, and increase their facility with the written and spoken word. The course prepares students for the Advanced Placement Exam in English Literature and Composition. Students read and reread challenging texts; engage in fast-paced, in-depth class discussions; and write numerous short and long critical essays. Students who enroll should have strong reading and writing skills.

Courses Available 2022 – 2023 School Year

0491 The Art and Literary Analysis of Poetry

Credit: 1

Prerequisite: English 2 or Honors English 2

This course covers a body of poetry across time, place, and form. Each lesson will focus on close reading, annotation, and discussion of one or two poems. We will spend time researching, analyzing, and writing about poetry, and also imitating poetic forms and themes to create our own poetry. Students must be willing to work in groups, and share their ideas and writing with the class. We will publish our writing in a culminating class project (i.e. poetry slam, portfolio, research presentation).

0481 Science in Literature

Credit: 1

Prerequisite: English 2 or Honors English 2

In this course, science and literature are brought together as they coexist in our lives. Scientific discoveries have cured the sick, enabled us to explore the heavens, and have helped make life more comfortable for much of humanity. Scientific studies along with their stories prompt new understandings and provoke deeper questioning of motives, purpose, and outcomes in humans' lives. This course is an investigation into works of literature that explores the impact of science on our world and the questions of ethics that inevitably arise with scientific advances. The core of our study is reading, writing, and discussion, but we will also collaborate on projects, make presentations, engage each other and possibly the community at large.

Courses Available 2023 – 2024 School Year

0471 Great Short Stories

Credit: 1

Open to Grades 10, 11, and 12 as an elective or to fulfill senior English requirement

Will NOT run in 2022 – 2023 school year

Great Short Stories is a survey of short narratives from the 19th century to the present, with the aim of understanding and enjoying the short story as a literary form. Each day, we read, discuss, or write about a story from one of many, diverse cultural traditions. Class time is also dedicated to collaboration and the preparation of presentations and projects. All required work is done in class; this is a *no-homework* course. Although the assigned texts and the pace are challenging, the course is suited to all students who enjoy the study of literature, including those who, while academically motivated, sometimes find it difficult to manage time or work at home. Throughout the semester, students strive to improve their reading skills, to write with greater clarity, and to contribute more effectively to group discussions. At semester's end, students present a substantial portfolio of their original writing for a final assessment.

0461 Literature and the Screen

Credit: 1

Open to Grades 10, 11, and 12 as an elective or to fulfill senior English requirement

Will NOT run in 2022 – 2023 school year

In this course students undertake a semester-long investigation into the ways movies transform literature into a visual art form. Through film, students will develop and hone their analytical and interpretive skills by paying close attention to how media construct narratives, define genres, and address the social and political concerns of their time. Students will read short stories and novels, historical documents, movie

reviews and essays in film theory, and we will watch a number of short and feature-length films. Students will write movie reviews; give multimedia presentations that incorporate video and text; write analytical essays comparing texts and films; and conduct a multi-month research project, culminating in an adaptation proposal for their own 15-minute screenplay. Students will also write multiple film reviews. Some textual and visual material will be graphic in content, and parental permission may be required for R-rated films.

History and Social Studies Department

Philosophy

Social studies and history education gives students opportunities to develop a comprehensive understanding of the world and its many cultures and ways of life different from their own. With a sound background in the social sciences, students may gain an appreciation of the world's many peoples and of their shared humanity and common problems. Students may acquire the habit of seeing matters through the eyes of others and in doing so come to realize that they can better understand themselves. This will enable them to contribute to the fulfillment of the nation's democratic ideals. Rooted in history, civics, and geography, and integrating concepts from anthropology, economics, psychology, sociology, and the humanities, a social science education empowers students to become active and responsible participants in a diverse society in an increasingly interdependent world.

Transfer Goals History/Social Studies K-12:

- **Create Informed Positions:** Interpret historical knowledge to create informed understandings about current events.
- **Analyze Sources:** Critically analyze and evaluate the reliability of primary and secondary documents, artifacts, and sources in order to develop and/or defend a claim using evidence from those sources.
- **Recognize Patterns:** Demonstrate an appreciation or awareness of historical and geographical patterns and changes over time to better understand the present and to prepare for the future.
- **Apply Multiple Perspectives:** Incorporate and develop an understanding of multiple perspectives that involve a variety of ideas, attitudes, and beliefs as they apply to current and historical issues.
- **Make Informed Decisions:** Make personal and civic decisions individually or collaboratively in order to solve complex problems with respect to local, national, and global communities.
- **Engage as a Global Citizen:** Using a variety of digital tools and communication skills, apply knowledge of political, economic and social systems to solve complex problems and take informed action as a global citizen.

Required Course Sequence for Students

- 1) US History I
- 2) US History II or AP US History
- 3) World History or AP World History: Modern or AP European History

Core History Courses

1301 United States History I (c. 1750 – 1900)

Credit: 1

Open ONLY to Grade 9 students

Required Course for Graduation

This course explores the political, economic, and social development of the nation as it evolved from a colonial possession to the dominant nation in the western hemisphere. Students will review the Colonial Period, the American Revolution and the Constitution followed by an examination of the Early Republic, the Jeffersonian and Jacksonian Eras, Westward Expansion, the Civil War, Reconstruction, and the Gilded Age. Students are required to analyze and interpret information including primary source material, statistical data, and map and pictorial information in their consideration of events in American history; as well as, write essays, demonstrate mastery of objective tests, participate in discussions, and make oral presentations. All students will be required to complete a Civics Engagement Project.

1302 United States History II (c. 1900 – Present)

Credit: 1

Meets US II History Requirement

Prerequisite: US History I

This course will provide students with a comprehensive understanding of themes in American history from the early 20th century to the present, including the development of industrial society, the global impact of 20th and 21st century American foreign policy, the changing role of government in American life, and socio-economic changes in modern America. Students will be required to analyze and interpret information including primary source material, statistical data, and map and pictorial information in their consideration of events in American history. Students will be required to conduct research, write essays, demonstrate mastery of objective tests, participate in discussions, and make oral presentations.

1300/1305 Advanced Placement U.S. History

Credits: 2

Meets US II History Requirement

Open to Grades 10, 11, & 12

Full-year -- 2 semester course; you must register for both 1300 & 1305

This yearlong course will explore the breadth of U.S. History from the pre-Columbian era through the present with a heavy focus on the colonial period, the American Revolution, the Jeffersonian & Jacksonian eras, Civil War & Reconstruction, Populism & Progressivism, the New Deal, and international and domestic changes in the post-World War II era. The approach used is to conduct a survey course in which a textbook, with supplementary readings in the form of documents, essays or books on special themes, provides a chronological and thematic coverage. Students will analyze, interpret and discuss sources, including documentary material, maps, statistical tables and pictorial and graphic evidence of historical events. Homework expectations for this course include: reading, chapter essays, book reviews and research assignments. There will be assigned and graded summer work.

1211 World History

Credit: 1

Meets World History requirement

Open to Grades 11 & 12

Prerequisite: US History II or AP US History

Students will be required to analyze and interpret information, including primary source material, and synthesize information in a variety of writing projects and other assessments in their consideration of events in World History. Students will be required to write formal essays, participate in discussions and make oral presentations, complete individual and group projects, as well as demonstrate mastery of objective tests. Students will also develop skills in technology and media use. Civic engagement and analysis of current events will also be included. All students will be required to conduct research and write an evidence based paper.

1320/1325 Advanced Placement European History

Credit: 2

Meets World History requirement

Open to Grades 11 & 12

Prerequisite: US History II or AP US History

Full-year -- 2 semester course - you must register for both 1320 & 1325

AP European History focuses on five themes in the history of Europe from 1450 to the present. Students will analyze, interpret and discuss the following thematic ideas: Europe and the world, poverty and prosperity, objective knowledge and subjective visions, state and other institutions of power, and the individual and society. Students' ability to discuss and write about these themes with clarity, precision of expression, and attribution of sources is also a course goal. As a rigorous, college-level course, students will be expected to have strong reading and writing skills, a general knowledge of world events, and an enthusiasm for the study of history.

1215 Advanced Placement World History: Modern

Credit: 1

Meets World History requirement

Open to Grades 11 & 12

Prerequisite: US History II or AP US History

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Social Studies Electives

All Social Studies elective courses give priority to 11th and 12 grade students

1225 Advanced Placement Government and US Politics

Credit: 1

Open to Grades 10, 11, & 12

Prerequisites: US History I or US History II, or AP US History

Engage the American political system at a time of unparalleled historical significance. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

1281 Black History

Credit: 1

Prerequisite: US History I

To W.E.B. DuBois, a problem that has troubled America for the greater part of three centuries has been “the problem of the color bar.” He might have said that America is divided along color lines and that this difference has contributed to a pattern of prejudice and discrimination throughout America’s history. Today, it is widely recognized that the problems that separate people are the result of ignorance concerning differences and distinctions among them. When people learn to understand and appreciate that diversity in human affairs is to be expected, and is desirable, then the problems, particularly the problem related to color, will play much less of a role in shaping history. The contribution of blacks to American history is significant and this course will focus on elements of black history and culture. Slavery, Reconstruction, Jim Crow, and the Civil Rights movement will be studied. Written material will be selected from a wide variety of black authors, poets, and reformers.

1231 Women & Gender Studies

Credit: 1

Open to Grades 10, 11, & 12

Prerequisite: US History I

This course will study contemporary women's issues in the United States and will look at how women’s present day lives are impacted by the intersectionality of race, class, sexuality, and gender identity. Topics will include sexuality and our culture, the media's portrayal of women and expectations of beauty, women's health and reproductive rights, the impact of the law, social policy, crime, and violence on women's lives, as well as the history of women in the United States. Students will develop their analytical skills and examine how popular culture, the media, and society depict and treat persons who identify as female. Students will be required to do readings, view documentaries, write essays, complete class projects, and participate in discussions.

1241 Genocide Studies**Credit: 1**

Prerequisite: AP European History, AP World History: Modern, US History II, or AP US History

This course is designed to educate students about and sensitize them to the history and events surrounding modern genocide, in particular the Holocaust. The history of Germany in the first half of the century and the growth and policies of the Nazi Party will be examined as well as the events surrounding the Holocaust itself. The course will then examine 20th century genocides occurring in Ottoman Turkey, Cambodia, Bosnia, Guatemala, and Rwanda. Both printed and visual materials will be used, some of which will be graphic in content. Guest speakers may be utilized. Students will be expected to keep a daily journal, complete individual and group projects, make oral presentations, write essays, and implement a community service project.

1410 Advanced Placement Psychology**Credit: 1**

Open to Grades 11 and 12 only

This college level course is designed to introduce students to the scientific study of the behavioral and mental processes of human beings. Topics of study include learning and memory, sensation and perception, motivation and emotion, personality, cognition, states of consciousness, abnormal behavior and the treatment of abnormal behavior, developmental psychology, and the biological basis of behavior. Students will learn to analyze and diagnose interesting case studies that relate to the topics of study including psychological disorders, cults, genetic manipulation, behavioral management, child development, and the juvenile justice system. As this is a one-semester course the pace will be rigorous and students will be required to work independently, learn from reading and process and remember large amounts of material.

1411 Psychology**Credit: 1**

Psychology is the study of individual human behavior. This course will introduce the student to the various theories that have developed within the discipline. The essence of human behavior has always intrigued mankind and various researchers have dedicated themselves to uncovering theories and ideas concerning mankind's rationality. Focus will be put on an understanding of personality development from psychoanalytic, humanistic, behavioral, and trait point of view, discussing the theorists who are the foundation of each of these approaches. This course will also offer the student a new experience in a seminar classroom atmosphere. Discussions on nearly every contemporary behavior pattern will be the focal point of this semester course. Students will have the opportunity to voice their opinions on behavior patterns from infancy to death.

Science Department

Philosophy

The goal of the NHS Science Curriculum is to equip all students with the knowledge and skills necessary to be scientifically literate and civically engaged members of democratic society. This is accomplished through clear instruction of scientific concepts, data-based explorations and lab experiences and exposure to real-world applications of scientific knowledge. Our hope is that as students develop their scientific understanding, they will also develop a life-long appreciation of science as a resource for change.

Science and Engineering Transfer Goals K-12:

- Engage in public discourse of scientific, engineering, and technical issues in the news or the community.
- Collect, analyze, and interpret data and apply appropriate mathematical concepts to evaluate the data, test solutions, or to make logical conclusions.
- Develop, evaluate, and use models to communicate scientific phenomena.
- Engage in scientific and engineering practices to design solutions and construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
- Individually and collaboratively define problems, develop questions, and design systemic solutions taking into account constraints or limitations that impact real-world situations.
- Communicate the results of scientific investigations in multiple formats, using scientific evidence to analyze observations, justify conclusions, and/or support the revision of an engineering or scientific design.
- Utilize scientific knowledge to make informed personal, political, and civic decisions as they relate to and impact the natural environment and a diverse, global society.

Biology Courses

2151 Biology

Credit: 1

All students are expected to take Biology

In this course, students will study living things including the structures of the cell and their functions; Mendelian genetics with an introduction to molecular genetics; evolution; matter and energy transfers in biological systems; ecology; and topics in human biology. The concepts will be examined through reading assignments, lectures, laboratory investigations, modeling, and interactive investigations. Math and literacy skills are integrated throughout the course. Homework will be assigned on a regular basis. Assessments include lab reports/presentations, unit test assessments and some research projects.

2250/2255 Advanced Placement Biology

Credits: 2

Biology and Chemistry are strongly recommended

Full-Year – 2 semester course - Students MUST register for BOTH 2250 & 2255

The AP Biology course is an inquiry-based yearlong course designed to be the equivalent of an introductory college level course for biology majors. The major themes of the course include biochemistry, cell structures and functions; cell communication; cellular energetics; Mendelian and molecular genetics; organism adaptation and evolution and ecology. Experiment design, data analysis and explanation are emphasized. Extensive reading assignments and applied concept practice is required. Assessments include lab reports/presentations, unit test assessments and some research projects. Experience in Biology and Chemistry are highly recommended.

2141 PLTW Body Systems: Anatomy and Physiology

Credit: 1

Prerequisite: Biology

Priority to Grades 11 and 12

Students may take this after they have taken Human Anatomy or Human Physiology

This course provides an opportunity for students to explore biology via the study of the human organism. Content includes the study of cytology and histology as well as the exploration of the major body systems: integumentary, skeletal, muscular, nervous, cardiovascular, and digestive. Emphasis is placed on developing study skills needed for future studies, including frequent reading and outlining assignments, scientific modeling, and regular quizzes. Integration of current developments in medicine are included in class discussions and as a basis for projects. Students interested in medicine or health careers are encouraged to take this course.

Chemistry Courses

2111 Chemistry

Credit: 1

Open to Grades 10, 11, & 12

Prerequisite or corequisite: Integrated Math 1 and Biology

Chemistry is a course designed to enable students to develop a better understanding of the world around them while providing them exposure to real-world scientific practices. The course is structured around the use of technology to promote inquiry, self-reflection and collaboration, with an emphasis for students to work as a community to build their understanding. In chemistry, students explore the concepts of measurement; atoms and molecules; the periodic table; the principles of atomic structure; chemical formulas and molecular structure; molecular and ionic bonding; the mole; and chemical reactions, all while engaging in proper laboratory conduct. Experiments and activities are an integral part of the course and are designed to reinforce the material presented in class. Small amounts of homework are assigned daily and the class engages in weekly assessments.

2100 Honors Chemistry

Credit: 1

Priority to Grades 10, 11, & 12

Prerequisite or corequisite: Integrated Math 1

Honors Chemistry is an introductory laboratory course structured around inquiry and collaboration. Emphasis is placed on scientific research practices, problem solving, and developing different types of models to explain observed phenomena. In honors chemistry, students explore the concepts of

measurement; atoms and molecules; the periodic table; the principles of atomic structure; chemical formulas and molecular structure; molecular and ionic bonding; the mole; stoichiometry; and chemical reactions, all while engaging in proper laboratory conduct. Experiments and activities are an integral part of the course and are designed to reinforce the material presented in class. Small amounts of homework are assigned daily and the class engages in weekly assessments. **This class is for students who have had success in IM1 and/or have very strong math skills.**

2130/2135 Advanced Placement Chemistry

Credits: 2

Prerequisite: A previous chemistry course

Full-Year -- 2 Semester Course - Students MUST register for BOTH 2130 & 2135

Advanced Placement Chemistry is a yearlong laboratory course designed to be equivalent to a first-year college inorganic chemistry course for chemistry majors. This course follows the Advanced Placement Chemistry curriculum prepared by the College Board. Topics covered in this course include atomic structure and properties; molecular and ionic compound structure and properties; intermolecular forces and properties; chemical reactions; kinetics; thermodynamics and their applications; equilibrium; and acids and bases. Lab work is completed on a regular basis. Homework is assigned daily.

Physics Courses

2311 Physics

Credit: 1

Open to Grades 10, 11, & 12

Corequisite: Integrated Math 2

Physics is the reason why our world works! This class is an introduction to Newtonian mechanics, gravitational and centripetal forces, conservation of momentum, work, energy, and power. Topics are reinforced through mind-blowing demos, interesting inquiry experiments and guided labs. This class has a narrower focus than AP Physics 1, with a less strenuous pace. This class can be taken alone or as a prerequisite to AP Physics 2 or AP Physics C.

2301 Advanced Placement Physics 1

Credit: 1

Priority to Grades 11 and 12

Prerequisite: Integrated Math 2

Offered Semester 1 only

AP Physics 1 is an algebra-based, introductory college-level physics course. Physics will be taught through inquiry-based investigations to explore topics such as Newtonian mechanics (including rotational motion); gravitational and centripetal forces, conservation of momentum, work, energy, and power. This course prepares you for the AP Physics 1 exam. This class can be taken as a first year physics class or after taking regular physics.

2321 Advanced Placement Physics 2

Credit: 1

Priority to Grades 11 and 12

Prerequisites: Integrated Math 2 & one of the following: Physics, AP Physics 1, or AP Physics C.

Offered Semester 2 only

AP Physics 2 is an algebra-based, introductory college-level physics course. Physics will be taught through inquiry-based investigations to explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course prepares you for the AP Physics 2 exam.

2400/2405 Advanced Placement Physics C - Mechanics, Electricity, & Magnetism

Credits: 2

Priority to Grades 11 and 12

Prerequisite: Physics or AP Physics 1; Pre- or Corequisite: Calculus

Full Year – 2 Semester Course - Students MUST register for BOTH 2400 & 2405

AP Physics C: (Mechanics + Electricity and Magnetism) is equivalent to a two semester, **calculus based**, college-level physics course. The mechanics section explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The E&M section explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

Other Science Electives

2361 Environmental Science

Credit: 1

Prerequisites: Biology or Chemistry

Environmental Science is an indoor & outdoor lab-based course designed to explore solutions to environmental problems. Topics include sustainability, air pollution and climate change, water resources and pollution, human population growth, biodiversity, land/soil/food, energy, and human health. Students will develop skills in laboratory and field techniques, data collection, interpretation and analysis and critical thinking. The course will include laboratory work and walking field trips.

2360 Advanced Placement Environmental Science

Credit: 1

Prerequisites: Biology or Chemistry

AP Environmental Science is a 1-semester, indoor & outdoor lab-based course designed to explore solutions to environmental problems and to prepare students to take the AP Environmental Science test through development of experimental design and communication skills. Topics include sustainability, air pollution and climate change, water resources and pollution, human population growth, biodiversity, land/soil/food, energy, and human health. Students will develop skills in experimental design, field techniques, data collection, interpretation and analysis and critical thinking and writing. The course will include laboratory work and walking field trips.

2330 Earth and Space Science

Credit: 1

Prerequisites: Chemistry

This course is designed to investigate the processes that created our planet and shape the universe in which we live. Students will explore the structure and history of objects in our solar system by comparing them to the Earth through the concepts of structural geology, plate tectonics, hydrogeology, geophysics, geochemistry, remote sensing, and natural hazards. Students will develop skills in laboratory and field techniques, data collection, interpretation and analysis, critical thinking and writing. The course will include reading assignments, laboratory exercises, field research, and writing assignments.

2340 Natural History of New England

Credit: 1

Prerequisites: Biology or Chemistry

The Natural History of New England course is designed to help connect students with their surrounding natural environment through field study and research. Students will explore local biodiversity with an emphasis on identification of plants and animals. We will also explore how biodiversity has evolved through geologic time using the evolution of dinosaurs to birds and the evolution of humans from primates as examples. Students will develop skills of observation, field journaling, plant identification, and data analysis. Students will be expected to participate in an outdoor class experience at least once a week. The course will include field journaling, research projects, lab activities, and a field trip to the Beneski Museum of Natural History.

2155 Plant Science and Food Justice

Credit: 1

Open to Grades 10, 11, & 12

Prerequisite: Biology

Plant Science and Food Justice is a course designed for students who are interested in learning about the biology of plants, equitable and traditional gardening methodologies, food security, and food justice. Participants in this course should expect a hybrid model of traditional classroom experiences including large projects, reading assignments, and quizzes as well as hands-on gardening opportunities. By the end of the course, students will be able to describe the biology of horticultural plants; design a sustainable garden plot utilizing scientific and indigenous teachings; acknowledge differences in access to healthy foods along racial and socioeconomic lines; identify local, state, and national organizations that work to promote food justice, and develop community action programs that raise awareness about various social issues. Enrolled students should expect to participate in field trips.

Mathematics Department

Philosophy

We believe that Mathematics is essential for all students. The Mathematics department endeavors to create a learning environment that provides equal opportunities for all students to become mathematically literate, think analytically, and persevere in solving problems so that they may be independent thinkers and active community members. Our classrooms are mathematical communities where students are individually and collaboratively engaged in exploring, observing, listening, and conjecturing. In small and large group settings students learn to critique the reasoning of others, communicate using a variety of means, and appropriately resolve conflicts as they arise. Our curriculum fosters students' ability to make connections between mathematics, other disciplines, and real-life situations, thereby enabling them to become critical consumers of information in the world.

Transfer Goals Math K-12:

- **Solve Problems:** Make sense of novel, messy problems (problems that lend themselves to a variety of approaches, representations and solutions) and persevere in solving them, using appropriate mathematical tools and the degree of precision appropriate for the problem.
- **Develop and Use Organizational and Technical Tools:** Develop and use a variety of tools (e.g. tables, graphs, charts, numbers, pictures, patterns, words, manipulatives, models, calculators, and graphing technologies) to analyze data, reason abstractly and quantitatively in order to make decisions, draw conclusions, and solve problems.
- **Work Collaboratively:** Work with others to solve problems, taking risks when proposing new ideas, valuing and evaluating multiple approaches and perspectives, developing shared understandings, and promoting civic engagement.
- **Communicate Clearly:** Express or evaluate appropriate mathematical reasoning by constructing viable arguments with supporting evidence and attending to precision when making mathematical statements for a variety of purposes and audiences.
- **Think Flexibly:** Adapt thinking and strategies appropriately when encountering new evidence or situations.
- **Enjoy Math:** Approach mathematics with a sense of curiosity, joy, adventure, playfulness, and empowerment. Appreciate the beauty, awesomeness, and ubiquity of mathematics.

Course Sequence Recommendations

In order to complete curricular demands and maximize success on the 10th grade math MCAS, it is strongly recommended that students complete Integrated Math 2 or Honors Integrated Math 2 by the end of the fall semester of 10th grade. Students planning to go to college are encouraged to complete Integrated Math 3 during high school. Students planning to take BC calculus in their senior year should take four math classes in their 9th and 10th grade years (generally IM1, IM2, IM3, and pre-calc — honors strongly recommended.) Students who are not planning to take BC calculus are recommended to take a total of three math classes in their 9th and 10th grade years. It is strongly recommended that any student switching into honors courses mid-sequence have an average grade of B or higher in their previous math courses. A version of the TI-83 or TI-84 graphing calculator is recommended for AP math courses (the best choice for AP stats is the TI-84 Plus). For all other math courses, the free online calculators on desmos.com, which students can access through their Chromebooks, will suffice. For students who want to buy a handheld scientific calculator, the TI-36X Pro is the one we recommend.

Math Placement Practices

- Middle school students from within the district who have completed Grade 8 math will register for the one-semester Integrated Math 1 course.
- Middle school students from within the district who, by choice and/or by teacher recommendation, require a year-long Integrated Math 1 course, will register for Integrated Math 1A and Integrated Math 1B.
- In all of our Integrated Math courses (1, 2, and 3,) students will be assessed at the beginning of the semester, based on teacher observation, student engagement, and a pre-assessment, to ensure appropriate course placement. If students are incorrectly placed and require a schedule adjustment, parents should expect to be notified within the first two weeks of school.

Sample Math Pathways

These are only some of the options; there are many other possible NHS math journeys.

| College Math <i>(possible majors)</i> | Quantitative Reasoning or Math for Elementary Educators <i>(Art, Communication, Dance, Elementary Education, English, World Languages, Music, Philosophy, Special Education, Theater)</i> | | Statistics <i>(Anthropology, Criminal Justice, History, Physical Science/Exercise, Science, Nursing, Political Science, Data Science, Statistics, Psychology, Public Health, Social Work, Sociology)</i> | |
|--|--|---|---|--------------------------------------|
| | Sample Pathway 1: | Sample Pathway 2: | Sample Pathway 1: | Sample Pathway 2: |
| 12 th Grade | Precalculus, Statistics, or Financial Math | AP Statistics and/or Honors Precalculus | Statistics or AP Statistics | College Stats or Data Science Course |
| 11 th Grade | IM3 and/or Topics in Math | Honors IM3 | Integrated Math 3 | AP Statistics & Honors Precalculus |
| 10 th Grade | Integrated Math 2 | Honors IM2 | Integrated Math 2 | Honors IM3 |
| 9 th Grade | IM1A & IM1B | Honors IM1 | Integrated Math 1 | Honors IM1 & Honors IM2 |

| College Math <i>(possible majors)</i> | Calculus <i>(Accounting & Finance, Biology, Business Management, Chemistry, Computer Science, Engineering, Mathematics, Physics, Pre-Med)</i> | | |
|---|---|------------------------------------|---|
| | Sample Pathway 1: | Sample Pathway 2: | Sample Pathway 3: |
| 12th Grade | Calculus | AP Calculus AB | AP Calculus BC and/or College Math Course |
| 11th Grade | Precalculus | AP Statistics & Honors Precalculus | AP Calculus AB |
| 10th Grade | Integrated Math 3 | Honors IM3 | Honors IM3 & Honors Precalculus |
| 9th Grade | IM1 & IM2 | Honors IM1 & Honors IM2 | Honors IM1 & Honors IM2 |

Mathematics Courses

3009 Mathematics Foundations

Credit: 1

*This course counts as a math requirement towards graduation
Placement is determined by consult with teacher and administration*

The Mathematics Foundations course is designed for students who need to build a stronger foundation of mathematical understanding. Topics covered in Foundations vary based on student need, but may include arithmetic with whole numbers, fractions, decimals, and percents, number sense, ratio and proportion, systems of measurement, and basics of algebra, geometry, and statistics. Upon completion of Mathematics Foundations, students will be recommended to take Integrated Mathematics 1A/1B, Topics in Math 1, or continue in Math Foundations. This course may be taken for credit more than one time with approval.

3211 Integrated Mathematics 1A

Credit: 1

3221 Integrated Mathematics 1B

Credit: 1

Prerequisite: Integrated Math 1A

The Integrated Mathematics 1 course is designed to provide students with a strong foundational understanding of mathematics and to begin developing the communicative and collaborative skills necessary to engage with the more conceptual topics of a high school mathematics curriculum and beyond. The Integrated Mathematics 1A and 1B courses are designed for students who require a longer period of time to master new concepts, skills, and habits of mind. Together, the courses integrate numerical, algebraic, and geometric concepts, embedded in meaningful contexts. The content covers the following critical areas: extending understanding of numerical manipulation to algebraic manipulation, synthesizing understanding of functions, and deepening and extending understanding of linear and exponential relationships. Geometry content includes establishing criteria for congruence based on rigid motions, applying the Pythagorean Theorem to the coordinate plane, and properties of polygons and

polyhedra. Students taking Integrated Mathematics 1A are expected to complete Integrated Math 1B in the following semester.

3111 Integrated Mathematics 1 / 3110 Honors Integrated Math 1

Credit: 1

The one-semester Integrated Mathematics 1 course is designed to provide students with a strong foundational understanding of mathematics and to begin developing the communicative and collaborative skills necessary to engage with the more conceptual topics of a high school mathematics curriculum and beyond. The course integrates numerical, algebraic, and geometric concepts, embedded in meaningful contexts. Course content covers the following critical areas: extending understanding of numerical manipulation to algebraic manipulation, synthesizing understanding of functions, and deepening and extending understanding of linear and exponential relationships. Geometry content includes establishing criteria for congruence based on rigid motions, applying the Pythagorean Theorem to the coordinate plane, and properties of polygons and polyhedra.

Students seeking additional challenges in mathematics may elect to take the course for Honors credit, in which case they will cover the same content, but in greater depth and with increased expectations of student participation and ability to communicate mathematical understanding. Additional content including advanced work in linear algebra may be covered.

3121 Integrated Mathematics 2 / 3120 Honors Integrated Mathematics 2

Credit: 1

Prerequisite: Integrated Math 1

The primary focus of the IM 2 course is on quadratic expressions, equations, and functions and on comparing their characteristics and behavior to those of linear and exponential relationships. Course content covers the following critical areas: comparing key characteristics of quadratic functions with those of linear and exponential functions, creating and solving equations involving linear, exponential, and quadratic expressions, and using algebraic methods to solve geometric problems. The course also covers the core concepts of univariate and bivariate statistics, and some geometry topics, including establishing criteria for similarity of triangles based on dilations and proportional reasoning, and right triangle trigonometry.

Students seeking additional challenges in mathematics may elect to take the course for Honors credit, in which case they will cover the same content, but in greater depth and with increased expectations of student participation and ability to communicate mathematical understanding. Additional content including advanced work linear algebra and the complex number system may be covered. A grade of B or higher in IM1 or Honors IM1 is strongly recommended.

3131 Integrated Mathematics 3 / 3130 Honors Integrated Mathematics 3

Credit: 1

Prerequisite: Integrated Math 2 or Honors Integrated Math 2

In the IM 3 course, students make strong connections between algebra and geometry by diving deeper into both. Course content covers the following critical areas: using algebraic methods to discover more advanced geometry topics and using geometry to discover more advanced algebra topics, geometry of circles and other conic sections, surface area and volume, solids of revolution, triangle geometry, and circular motion. Probability topics are also covered.

For students seeking additional challenges in mathematics, the Honors IM 3 course will cover the same content as the IM 3 course, but in greater depth and with increased expectations of student participation and ability to communicate mathematical understanding. Additional content, including work with ellipses, hyperbolas, rational functions, and logarithms, may be covered. A grade of B or higher in previous math courses is strongly recommended.

3341 Essentials of Mathematics

Credit: 1

*Course is for students working on their MCAS math competency determination
Placement is determined by consult with teacher and administration*

The primary focus of the course is a review of math topics including number sense, numerical calculations, algebra, geometry, functions, statistics, and mathematical modeling, with a focus on skill mastery. Students will improve their mathematical understanding through hands-on explorations and will prepare a portfolio demonstrating understanding of the standards assessed on the MCAS.

3351 Topics in Mathematics

Credit: 1

*Prerequisite: Integrated Math 2 or Integrated Math 3
Priority to Grades 11 & 12*

The primary focus of the course is a review of the major topics from the foundational math courses, including content in the domains of algebra, geometry, trigonometry, statistics, and probability. Students will improve their mathematical understanding through practice with these topics and will learn skills that will help them prepare for future math classes. Note: This class is not intended for students who have already taken Precalculus. Additionally, success in this course may or may not be an indicator of readiness for the rigor and abstract nature of Precalculus.

3311 Precalculus / 3310 Honors Precalculus

Credit: 1

Prerequisite: Integrated Math 3 or Honors Integrated Math 3

Precalculus is a foundational course for higher mathematics and is designed to prepare students for entry into Calculus. This is a course for students who have a sincere interest in mathematics. Success in precalculus will require a strong background in the preparatory courses and both conceptual and technical proficiency. Topics of study include: linear algebra, the complex number system, higher-order polynomials, rational functions, and trigonometry and trigonometric functions. This course is recommended for students with an average of B- or higher in their prior math courses.

Students planning to take AP Calculus or seeking additional challenges in mathematics are strongly encouraged to take the course for Honors credit, in which case they will cover the same content, but in greater depth and with increased expectations of student participation and ability to communicate mathematical understanding. Additional content including advanced work on modeling with functions and statistics may be covered. A grade of B or higher in IM3 or Honors IM3 is strongly recommended.

3411 Calculus

Credit: 1

Prerequisite: Honors Precalculus or Precalculus

Calculus is the study of change and the mathematics of this study underpin most of what we understand about physics, chemistry, and the physical world. In this course, the students will learn the concepts of differentiation and integration from the perspectives of graphical, numerical and algebraic representations. This course will be project-oriented and take a hands-on approach through investigation of real problems using real-world applications. A strong understanding of trigonometric functions is required. This course is recommended for students with a grade of B- or higher in their prior math courses.

3415 / 3420 Advanced Placement Calculus AB

Credit: 2

Prerequisite: Honors Precalculus or Precalculus

Full year – 2 semester course – Students MUST register for BOTH 3415 & 3420

This full year course is designed for students who are interested in majoring in mathematics, science, or engineering in college. Topics covered are limits, derivatives, integrals, and applications involving derivatives and integrals. Prerequisite work is required, as is a strong background in the preparatory courses with both conceptual and technical proficiency. This course is the preparation for the AP Calculus AB exam.

3430 Advanced Placement Calculus BC

Credit: 1

Prerequisite: AP Calculus AB

This 1-semester course extends the foundation built in AP Calculus AB and is designed for students who are interested in majoring in mathematics, physics, or engineering in college. Topics covered are additional techniques and applications of integration, infinite series, including Taylor Series, and parametric, polar, and vector functions. A strong background in the preparatory courses is required with both conceptual and technical proficiency. This course is the preparation for the AP Calculus BC exam.

3361 Introductory Statistics

Credit: 1

Prerequisite: Integrated Math 3

Statistics is a field that attempts to describe or tell a story about the real world based patterns we observe. It requires relatively simple computations but a flexible way of thinking about numbers and willingness to remain open to many interpretations of a situation. This course will benefit students interested in studying the natural or social sciences in college or who simply wish to become more knowledgeable consumers of information. Topics covered include basic probability, visualization and analysis of univariate and bivariate categorical and quantitative data sets, sampling surveys, experimentation, and an introduction to statistical inference. Assigned work will include several projects including data collection and development of research questions for student exploration.

3360 Advanced Placement Statistics

Credit: 1

Prerequisite: Honors Integrated Math 3 or Integrated Math 3

This course runs in the fall semester and is designed for students interested in studying the natural or social sciences in college and who have demonstrated strong reading, writing, and critical thinking skills in their previous courses. It is recommended that students in this course have a B average or higher in most English courses. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The major themes of the course include visualization and analysis of univariate and bivariate categorical and quantitative data sets, simulation, sampling, surveys, experimentation, probability, random variables, sampling distribution models, and statistical inference.

3451 Financial Mathematics

Credit: 1

Open to Grades 11 and 12 only

Financial Mathematics is a course designed to prepare students to make positive financial decisions throughout their lives. Key topics in the course include managing your money, banking, student loans and debt, career planning, use of credit, paying taxes, buying a vehicle, home ownership, insurance, investments, and life cycle issues. Students may also examine financial current events.

3500 Introduction to Linguistics

Credit: 1

Open to Grades 10, 11, & 12 only

Prerequisite: Honors Integrated Math 1 or Integrated Math 1

****This course does NOT count as a math credit towards graduation.****

Introduction to Linguistics is an elective course in which students apply analytical thinking and scientific method to the study of natural human language. The course explores how human languages combine sound and gesture elements in specific structures to convey different meanings, how the brain creates and processes language, how babies learn language, how language and society affect each other, and how linguists collect new language data, make generalizations about language, and reconstruct historical languages. Students apply problem-solving skills and analytical skills developed in math class and other classes to a field of study involving very few numbers. Students should expect to complete problem sets as well as essays. Students should not expect to learn languages in this course.

World Language Department

Philosophy

Northampton High School provides a wide range of course offerings in Spanish, French and Latin. The focus of the program is to provide experiences that build motivation and enthusiasm for foreign language study. Classes are dynamic, rigorous and engaging, and foster the development of critical thinking, cross-cultural awareness, and a love of language.

Through the study of languages and cultures, students gain an understanding of diverse points of view and an appreciation of cultural differences and similarities. Our Core Values and 21st Century Learning Expectations are embedded within our curriculum. Students learn to be effective communicators using writing, speaking and visual means. The skills of listening and observation, of critical and analytical reading, researching and problem solving, and working in collaborative environments form a daily part of the classroom experience.

Transfer Goals World Language K-12:

- **Communicate Effectively:** Communicate effectively in the target language, in varied, authentic communities.
- **Appreciate Culture:** Understand and appreciate the cultures of target language communities.
- **Develop Informed Opinions:** Apply prior knowledge, perspective, and critical analysis of media in target languages to form an educated opinion on a variety of contemporary topics.
- **Communicate a Global Perspective:** Seek opportunities to collaborate globally, improve language skills and cultural understanding, and be civically engaged in an increasingly interconnected world.
- **Persevere:** Welcome the personal challenges and risks inherent in the process of language acquisition.

World Language Placement Policy

- Students who have completed **one** year of French or Spanish at JFK should register for **French 1** or **Spanish 1**.
- Students who have completed **two** years of French or Spanish at JFK Middle School should register for **French 2** or **Spanish 2** at NHS.
- Students who have completed **Latin 1** at JFK should register for **Latin 2** at NHS.
- Students who have completed **Latin 2** at JFK should register for **Latin 3** at NHS.

In the following cases, students should take a placement test:

- Native or heritage speakers of the target language.
- Students with extensive experience living abroad in the target language.
- In the case of students who have studied French, Spanish or Latin at a school other than JFK, their current teacher must fill out a form checking off the material that has been covered in their language program.

Spanish Courses

4111 Spanish 1

Credit: 1

Spanish 1 introduces the language and culture of the Spanish-speaking world for beginning students. Students gain proficiency in presentational, interpretive, and interpersonal communication skills. Students explore themes such as getting to know people, hobbies, family, home, education and cuisine, using authentic resources to gain cultural understanding. Students are expected to be engaged during class, to participate actively, and to do short activities at home that expand on class work.

4121 Spanish 2

Credit: 1

Prerequisite: Spanish 1

Spanish 2 continues to explore the language and culture of the Spanish-speaking world. Students will be able to converse about their likes/dislikes, food preferences, daily routines, health, holidays and travel. Classes are conducted primarily in Spanish with emphasis on gaining proficiency in presentational, interpretive, and interpersonal communication skills. Students are expected to be engaged and speak Spanish during class and to participate actively, and to do short nightly activities at home that expand on class work.

4131 Spanish 3

Credit: 1

Prerequisite: Spanish 2

Spanish 3 builds upon knowledge gained in previous Spanish courses. Classes are conducted primarily in Spanish with emphasis on gaining proficiency in presentational, interpretive, and interpersonal communication skills. Students will discuss themes such as cities and towns, childhood, cooking and restaurants, the environment, and traveling. Students are expected to prepare daily assignments such as reading, writing and listening that expand on work done in class.

4141 Spanish Culture and Film

Credit: 1

*Prerequisite: Spanish 3; can be taken after Honors Spanish 4. This course is **not** open to students who have taken AP Spanish.*

This course engages students through Spanish language films and the history and culture highlighted in the films. Themes of the movies generate discussion and guide the vocabulary and grammar essential to comprehension and communication. Readings focus on history as well as critical reviews of the movies, with themes including immigration, civil war, family and relationships, and sports. Students gain proficiency in presentational, interpretive, and interpersonal communication skills. This course is for students who have completed Spanish 3 or Honors Spanish 4.

4140 Honors Spanish 4

Credit: 1

Prerequisite: Spanish 3; can be taken after Spanish Culture and Film

Spanish Honors 4 covers topics such as travel, fine arts, immigration, and personal relationships. Emphasis is placed on gaining proficiency in presentational, interpretive, and interpersonal communication skills. The course prepares students for the AP Spanish Language Course. Classes are conducted in Spanish, and students are expected to speak Spanish in class. Students are expected to prepare daily assignments in reading, writing, and listening, as well as to give presentations on complex cultural topics.

4150/4155 Advanced Placement Spanish Language

Credits: 2

Prerequisite: Honors Spanish 4

Full Year – 2 Semester Course - you *MUST* register for BOTH 4150 & 4155

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communications. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency. When communicating, students demonstrate an understanding of culture, incorporate interdisciplinary topics, make comparisons between the native language and the target language and between cultures, and use the target language in real-life settings. Students will be expected to prepare nightly assignments including essays, reading, listening, cultural comparisons, research, long term projects and presentations.

French Courses

4211 French 1

Credit: 1

This course provides an introduction to the language within the context of the contemporary French-speaking world and its culture for those students beginning language study at the high school level. Students learn pronunciation, vocabulary, and basic language structure of French. Through intensive practice in spoken language students become prepared for longer and more complex tasks. Students will be able to use the present tense to discuss topics such as friends and family, school, time, calendar, weather, food and drinks, favorite activities, people, common objects, and their town and home. Cultural themes include famous French figures, the Francophone world, and the life of young people. Class is conducted primarily in French and students are expected to use French whenever possible. Students are expected to develop daily practice routines outside of class which work best with his/her/their own unique learning style. Practice logs are checked periodically and some larger projects and presentations will require work time outside of class.

4221 French 2

Credit: 1

Prerequisite: French 1

This course will focus on the further development of speaking, listening, reading and writing skills at a higher level of comprehension with increasing emphasis on accuracy of production. Classes are conducted primarily in French and students are expected to consistently speak French with each other and the teacher. Students will develop their grammar and vocabulary communication skills with the use of the present and past tenses through role playing, conversations, and storytelling. Themes include city life, clothing, food, and leisure activities. Special projects focus on Francophone Africa and its rich and diverse traditions and histories, cities/towns and homes in France as compared to the US and selected French celebrations and traditions. Students are expected to develop daily practice routines outside of class which work best with his/her/their own unique learning style. Practice logs are checked periodically and some larger projects and presentations will require work time outside of class.

4231 French 3

Credit: 1

Prerequisite: French 2

The objective of this course is to increase students' oral proficiency while continuing to develop writing and reading skills. Students learn to discuss weekend activities, foods, sports, healthy living, opinions, and daily routines, often through the use of skits and videos. Grammar instruction allows students to narrate events that happened in the past, discuss their future plans, and create multi-clause sentences. Cultural units include traditions and stories of Francophone African cultures and a brief history of French music and iconic singers from various time periods. Class is conducted in French and students are required to speak only French in class. Students are expected to develop daily practice routines outside of class which work best with his/her/their own unique learning style. Practice logs are checked periodically and some larger projects and presentations will require work time outside of class.

4240 Honors French 4

Prerequisite: French 3

Credit: 1

In this course, students round out their knowledge of the fundamentals of the French language. Students receive instruction in the past, present, and future tenses and conditional mood, as well as extensive practice in the subjunctive mood. Additional grammar topics are reviewed and elaborated upon as needed in the context of our themes. Oral proficiency, written expression, and comprehension of authentic texts are the course's primary goals. Thematic units include travel and study abroad, household tasks and routines, Francophone Africa and its rich and diverse traditions and histories, and the classic book *Le Petit Prince*. Current events and social justice-related topics are also presented within the context of the target language. Class is conducted exclusively in French and students are required to speak only French in class. Students are expected to develop daily practice routines outside of class which work best with his/her/their own unique learning style. Practice logs are checked periodically and some larger projects and presentations will require work time outside of class.

4260 Advanced Placement French Language & Culture

Prerequisite: Honors French 4

Note: This course will NOT run in 2022 - 2023, but WILL run in 2023 - 2024.

Credit: 1

The main objective of this course is to extend students' communication skills in French and their awareness of the cultures of the Francophone world. Students achieve a high level of proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational. The course "engages students in an exploration of culture in both contemporary and historical contexts" and "develops students' awareness and appreciation of products, practices, and perspectives" of Francophone cultures. Thematic units include *Les défis mondiaux*, *La science et la technologie*, *La vie contemporaine*, *La quête de soi*, *La famille et la communauté* and *L'esthétique*. Weekly readings, compositions, and listening activities are complemented by a French-only classroom environment. Completion of extensive out-of-class reading and writing assignments is required.

Latin Courses

4411 Latin 1

Credit: 1

Latin is the basis of English and several other modern languages, and the benefits of studying Latin are limitless. More than 60% of English words come from Latin, and the SAT verbal average for students who study Latin is 166 points higher than the national average. Scientific and professional terminologies are largely based on Latin. Many of the world's greatest writers wrote in Latin. When you study Latin you learn about history, geography, art and archaeology, religion, mythology, sports, science, literature, and other subjects as well.

4421 Latin 2

Prerequisite: Latin 1

Credit: 1

Latin 2 explores the culture of the Romans through speaking, listening, writing, and reading appropriate-level Latin. Students will gain confidence in communicating and understanding Latin while building a core of high-frequency Latin words and phrases. Topics include elections and politics, Latin inscriptions, horror

stories, and much more! Coursework includes occasional homework, in-class reading and writing, and at least one project per term.

4431 Latin 3

Prerequisite: Latin 2

Credit: 1

Latin 3 students explore the world of stories, myths, and fables while continuing to develop their skills in reading, writing, listening, and speaking. We begin the course with a deep dive into the world of Phaedrus' fables, examining ethics and human nature while we read. We continue into the world of mythology, studying Roman and Greek stories about the gods through the lens of taboo and sacred spaces. Latin 3 finishes the year with an exploration of early Roman history and what kinds of virtues and heroism the Romans admired. Coursework includes occasional homework, in-class reading and writing, and at least one project per term.

4440 Honors Latin 4

Prerequisite: Latin 3

Credit: 1

In this course, students will focus on the study of Roman identity through history and myth. Topics in any particular year are driven by student interest and may include ancient and medieval history, the lives of the Roman Emperors, propaganda, medicine, or philosophy. Students will continue to build vocabulary and become more accurate in Latin production and will be asked to produce more in structured environments. Coursework includes occasional homework, in-class reading and writing, and at least one project per term.

4455 Honors Latin 5

Prerequisite: Latin 4

Credit: 1

Latin 5 is an upper level course for those students who have acquired a facility with the language and an appreciation of it. Topics are chosen based on student interest surveys from the previous Latin 4 course and the primary goal is to increase skill in listening, writing, speaking, and reading through close examination of interesting topics. Possibilities include *Harrius Potter et Lapis Philosophi*, medieval texts, the Gospel of St. Mark, the *Vita Hannibalis*, and many more.

4445 Latin and Greek for Professionals

Open to all grades; priority to Grades 11 & 12

Credit: 1

This course is an introduction to the Latin and Greek vocabulary that serves as the root of nearly every modern scientific profession. Students will learn the Latin and Greek terms that have developed into the modern language of medicine, law, physics, and biology; this base knowledge will be applied to expand and strengthen their knowledge of precise, technical English. Students will learn how to interpret, use, and create terminology for these fields, with the ultimate goal of being able to understand and/or apply this language in professional settings, such as when reading a scientific paper, observing in a hospital, or watching a legal procedure. Coursework includes occasional light homework, considerable in-class reading, possible field trips, and 2-3 projects per semester.


Technology Education Department

Philosophy

Here at Northampton High School we believe that it is our job to prepare our students for life beyond graduation and help them become productive citizens. We believe the learning experience should reach beyond the simple accumulation of knowledge to include the technical, practical and interpersonal components needed for success in an individual's personal and professional life. With this combination of experiential and academic learning strategies, we aim to prepare students for becoming productive members of modern society. The Technology Education Department has decided the following three core values best fit the work and philosophy of our department and the classes that we offer.

Technology Transfer Goals K-12:

- **Empower Themselves and Others:** Takes an active role in choosing, navigating, and demonstrating competency using technology to achieve goals.
- **Design Innovatively:** Uses a variety of technologies within a design process to identify and solve problems by creating new, useful and/or imaginative solutions.
- **Communicate and Create:** Communicates clearly and express themselves creatively for a variety of purposes and audiences using the tools, formats, and digital media appropriate to specific goals.
- **Construct Knowledge:** Makes meaning for themselves and others by critically selecting resources through the use of digital tools.
- **Participate as a Digital Citizen:** Recognizes the rights, responsibilities, and opportunities for living, learning, empathizing, and working in an interconnected digital world and act in ways that are safe, legal, ethical and self-aware.
- **Think Computationally:** Identifies authentic problems, works with data, and employs computational thinking to propose and automate solutions.
- **Collaborate Globally:** Uses digital tools to broaden their perspectives, increase empathy and understanding, and work collaboratively in local and global teams.

Classes with  denote an IT Pathways approved course. For more information on IT Pathways, see page 20.

Technology Education Courses

6161 Video Communications

Credit: 1

This course fulfills the Visual and Performing Arts credit requirement

This is an introductory course in the study of video, audio, and multimedia technology. Students will be given hands-on instruction using Canon digital SLR cameras and learn post-production techniques with Adobe Premiere CS6 non-linear editing software. Students will gain experience in effective communication and the skillful use of video technology as they work individually, in small teams or as a whole class. They will produce a sequence of videos of increasing complexity, from still images set to music, through animation, interviews, advertisements and public service announcements, drama, comedy and documentary. Additionally, students will master script writing, interviewing skills, basic lighting, shooting, acting for the camera and editing. They will also be encouraged to produce their videos for Northampton Open Media and local and national contests

6461 Photographic Communications

Credit: 1

This course fulfills the Visual and Performing Arts credit requirement

Completion may count towards advanced standing at Holyoke Community College

This course offers an introduction to the medium of digital photography. Students will be given hands-on instruction using Canon digital SLR cameras and learn post-production techniques with Adobe Photoshop CS6 graphic design software. Students will sharpen their critical thinking about photography by learning how it has both reflected and influenced our culture for over a century. Students will also learn photo composition, proper techniques for shooting in the digital medium, and editing essentials. Students will be encouraged to submit their photographs to local and national contests.

6451 Communications and Media Production I (CAMP)

Credit: 1

Open to all grades

This course may be taken more than once

The Communications and Media Production (CAMP) course offered at Northampton High School is intended to provide students the opportunity to advance their education through intensive experiential, real-world learning. The CAMP course will revolve around the central goal of developing the student's ability to cover events in the technology department, school, and school community through online, television, and print platforms. Students taking this course will produce, edit, and distribute the yearbook weekly news broadcasts. Additionally, the program is largely governed by student leaders in executive roles.

6452 Communications and Media Production II (CAMP II)

Credit: 1

Open to Grades 10, 11, & 12

Prerequisites: Communications and Media Production I

This course may be taken more than once

Communications and Media Production II (CAMP II) is the second level of advancement for students who have previously taken CAMP I. CAMP II focuses on mentorship opportunities of new CAMP students

during the production process. This includes the creation of tutorials, demonstration of technique, and review of work. Students are still expected to fulfill their weekly CAMP responsibilities.

6453 Digital Production Management I

Credit: 1

Open to Grades 10, 11, & 12

Prerequisites: Communications and Media Production I

This course may be taken more than once

Digital Production Management (DPM I) is the first level of classroom leadership for students who have previously taken CAMP I & II. DPM I expands on the roles and responsibilities of the previous CAMP courses, but has students aiding in the management of production crews and development of overall production branding and structure. In addition to their weekly roles and responsibilities, students are expected to help with the design of broadcast standards to create a unified aesthetics to the news broadcast, aid in the creation and amendment of workflow protocols, and improve the quality of production.

6454 Digital Production Management II

Credit: 1

Open to Grades 10, 11, & 12

Prerequisites: Communications and Media Production I

This course may be taken more than once

Digital Production Management (DPM II) is the second level of advancement for students who have previously taken Digital Production Management I. DPM II offers students the highest tier of production leadership possible, and as such carries the most responsibility for ensuring broadcast quality and consistency. Two positions are available: Senior News Editor and Senior News Producer. Students in these roles are responsible for daily communication and review of segment progress, manage and delegate production tasks, and work as the liaisons between the technology department and the larger Northampton Community.

6511 Wood Technology I

Credit: 1

This course fulfills the Visual and Performing Arts credit requirement

This course is an activity-based, applied technology class that involves material experimentation, problem-solving, and product fabrication. In addition to a “traditional” small furniture project, the class will have experiences in mass-production, wood-turning, structural analysis, equipment use and safety, and wood joinery.

6521 Wood Technology II

Credit: 1

Prerequisite: Wood Technology 1 and permission of instructor.

Priority to Grades 11 and 12

Wood Tech II delves into the world of woodworking and expands upon the areas taught in Wood Tech 1. The class will be available to particularly driven and talented students who display their talents and abilities while in Wood Tech 1. The curriculum will be designed to fit the interests and needs of each individual that is accepted into the course. The course has many areas in which the student could potentially concentrate his or her studies such as wood turning, building construction, wooden crafts, cabinet making, joinery and more. Upon acceptance into the course, the instructor and the student will

meet to layout a curriculum that will fit that particular student needs and fit the Massachusetts State Engineering Frameworks.

6411 Introduction to Engineering

This course counts as an Academic Elective

Credit: 1

This course will explore a variety of engineering concepts through the study of and implementation of the 8-step engineering design process. Students will work in small groups to develop successful teamwork practices and use a variety of engineering practices to solve interesting and challenging problems. This class is a perfect introduction to the physical sciences, but with a larger reliance on the application rather than theory. The class culminates in a final project that pulls in prior knowledge from the previous units to build a small vehicle that must compete against the other groups in a “King of the Hill” competition.

Computer Science Courses

All Computer Science classes are IT Pathways approved courses.

For more information on IT Pathways, see page 20.

6415 CISCO Intro to Networks



Open to all grades

Credit: 1

This course introduces the structure, functions, components, and models of the Internet and other computer networks. The basics of IP addressing and the beginning concepts of Ethernet, media, and operations are introduced to provide a foundation for the class. By the end of the course, students will be able to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement IP addressing schemes. At the completion of this class, students will earn a CISCO certificate and be better prepared for jobs working with company networks, cybersecurity, CNA tests, and other wireless/wired architect jobs.

6340 Computer Science A: Java (PLTW)



See PLTW description on page 14

Open to all grades

Credit: 1

Computer Science A is designed to prepare students for the AP Computer Science A exam. It focuses on Java™ programming language and goes over concepts such as modularity, variables, control and impact of computing. Also, students will understand program design and algorithm development, code logic, implementation, testing and documentation. The nature of this course is very hands-on and students will have the opportunity to design programs along their interests. Common programming concepts such as loops, strings and nested strings will be covered while students are developing their projects. **This course is considered an advanced course; students may be able to earn college credit transferable to many colleges.**

6330 Computer Science Essentials: Python (PLTW)



Credit: 1

See PLTW description on page 14

Open to all grades

In Computer Science Essentials, students will use visual, block-based programming and transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Students will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. **This course is considered an advanced course; students may be able to earn college credit transferable to many colleges.**

6310 Cybersecurity (PLTW)



Credit: 1

See PLTW description on page 14

Open to all grades

In Cybersecurity, students will be exposed to the fundamentals behind personal security, system security, network security and finally applied cybersecurity. As a PLTW course, it is designed to be more hands-on and students will learn ways of managing firewalls, social media security risks, server vulnerabilities, malware, packet fragments, and how to analyze attacks. Some of the topics include Digital Forensics, Cryptography, Criminal Justice and Computer Science, Securing the Net, Analyzing the Net among others. Students will also have exposure to career exploration in the area of cybersecurity. **This course is considered an advanced course; students are able to earn college credit transferable to many colleges.**

6321 Computer Science: Web Design & Programming



Credit: 1

Open to all grades

You may NOT take this course if you have already taken Computer Science: html/css Development (standard or Honors)

Students will learn to use HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) to build and style web pages. Students will also learn some of the basics of JavaScript programming. Students will learn how to create websites from scratch, using WYSIWYG, to create a website through WordPress. No previous programming experience is required.

6320 Honors Computer Science: Web Design & Programming



Credit: 1

Open to all grades

You may NOT take this course if you have already taken Computer Science: html/css Development (standard or Honors)

Students will learn to use HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) to build and style web pages. Students will learn how to create websites from scratch, using WYSIWYG, to create a website through WordPress. The honors version of this course follows a more aggressive schedule with students creating a greater number of projects. No previous programming experience is required.

6211 Introduction to Robotics & Artificial Intelligence



Credit: 1

Open to all grades.

This course covers the general principles of technology. Students will work to understand and apply new and emerging technologies in the fields of robotics and artificial intelligence. Through component building, electronic assembly, and programming of custom built introductory kits, students will bring their

automated creations to life. This course will focus on the basic concepts of programming, sequencing commands, simple sensor behaviors, problem solving and teamwork to actively take on the roles of designers, programmers and tech evaluators. This course also explores the ethics behind the creation of artificial intelligence and its potential impact on society's future.

5131 Tech Management



Credit: 1

Open to any student in Grades 10, 11, or 12

Pass/Fail Course

100 hours of internship experience, (additionally 2 GCC dual-enrollment credits are earned for students in the IT Pathway)

The Tech Management course is an in-school internship course open to any student interested in building hands-on technical skills and IT customer service. Students will work alongside the district's Information Technology staff to provide technical support to both faculty members and fellow students as needed. Students will learn how to manage and navigate an IT help desk system as well as understand the workflow of a collaborative IT team. This course will develop student's technical skills relating to management of devices, both hardware and software, problem solving/troubleshooting procedures, communication and customer service. Students will progress through the CISCO IT Essentials curriculum which cumulates in a certification of completion from CISCO. Students will receive small credential training, called badges, that will improve their competency to manage project-based work and expose them to industry-related tools and methodology. This focuses on all major aspects of technical troubleshooting and customer service skills. All students will be required to review employability skills, build a Career Exploration Portfolio, develop a portfolio website and complete a resume that includes their internship position.

Fine and Performing Arts Department

Philosophy of Fine Arts

A visual arts education at Northampton High School provides our students with the opportunity to take part in dynamic, high quality experiences that will prepare them for a successful life in the 21st century. We are committed to inspiring our students to strive for excellence as they navigate their visual arts education and we are proud to provide outstanding opportunities for students seeking a more advanced course of study. Visual arts education trains students to perceive and shape the visual, spatial, and aesthetic characteristics of the world around them.

Visual Art Transfer Goals K-12:

- **Problem Solve and Take Risks:** Develop and nurture imagination and a personal creative process that includes taking risks to maintain flexible thinking and work practices.
- **Create, Present, and Produce:** Formulate ideas and create, present, or produce works as an individual or collaboratively using a variety of media (painting, sculpture, ceramics, printmaking, drawing, and collage or mixed media) and appropriate technology.
- **Respond and Empathize:** Describe, analyze, interpret, critically evaluate, and respectfully respond to art created by self and other artists with global understanding.
- **Connect:** Engage as skilled and empowered observers to relate and connect artistic ideas and works in the real world.
- **Persevere:** Apply discipline and perseverance towards developing artistic foundations to accomplish future goals through problem solving collaboratively or as individuals.
- **Enjoy:** Find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation and active citizen engagement in the arts.

Any course in this section fulfills the Visual and Performing Arts credit requirement.

| Required Prerequisites for Fine Arts Courses: | |
|---|--|
| Concepts In Art | Drawing & Painting, Printmaking, Sculpture |
| Ceramics I | Ceramics II |
| Drawing & Painting | Color + Mixed Media, Honors Art classes |

Fine Arts Courses

7111 Concepts in Art

Open to all grades

Credit: 1

This foundational studio art course provides students with a focused and comprehensive study into the language of visual art. The skills learned and ideas introduced in this class will prove to be invaluable when enrolled in future intermediate and advanced art classes. Students will engage in thematic units of study, such as: Object, Time and Sequence, Place, and Identity in order to explore various concepts, techniques, and materials as they relate to a visual arts practice. Students will work with the following techniques: drawing, painting, sculpture, printmaking, book arts, and mixed-media. Students should expect to engage in a daily studio arts practice, study for quizzes, work independently and collaboratively, engage in reading, writing and research, and participate in critiques.

7131 Drawing and Painting

Open to all grades

Prerequisite: Concepts in Art

Credit: 1

Students in the Drawing & Painting class will learn how to record and represent what they see by drawing and painting from direct observation and from a variety of subject matter, such as landscape, still life and the human figure with a wide variety of materials and supports, such as graphite, charcoal, Conté crayon, ink wash, oil pastels, chalk pastels, colored pencils, markers, watercolor, acrylic paints, paper and canvas. Color theory and how it relates to painting will be studied and practiced in the form of class assignments, viewing art history as a reference and for inspiration. Students should expect to participate in a daily artistic practice, work independently, engage in class and individual critiques, study for vocabulary quizzes, and participate in written assignments as they relate to viewing skills and art history.

7151 Ceramics 1

Open to all grades

Credit: 1

In Ceramics I, students will explore ways that form and function come together to create clay pieces that are dynamic, exciting and personal works of art. Students will develop ceramic skill and understanding through exploration of practice and technique. Students will understand the processes and properties of clay and learn pinch, coil, slab, and wheel throwing techniques, as well as the use of underglazes, glazes, and other surface decoration techniques. Through insights into the critical, cultural, and historical aspects of pottery and ceramic sculpture, students will gain an appreciation and understanding of ceramic art history. All students will be expected to draw, design original works, participate in critiques and presentations, research and write papers, and work collaboratively to contribute to the smooth running of the ceramics studio, including loading and unloading the kiln and recycling clay.

Honors Art Courses

- This sequence of courses engages students in a rigorous art curriculum at an accelerated pace.
- Students who would like to take all Honors Art classes must take Concepts in Art and Drawing & Painting their 9th or 10th grade years and Honors Art 1 and 2 their 11th grade year, allowing them to take Honors Art 3 courses (one or both semesters) in 12th grade.

| Course | Grades | Prerequisite |
|--|---|---------------------------------------|
| Honors Art 1: Studio Practice (<i>Sem 1</i>) | 11 th & 12 th Grade | Concepts in Art, Drawing and Painting |
| Honors Art 2: Series Work (<i>Sem 2</i>) | 11 th & 12 th Grade | Honors Art 1 |
| Honors Art 3: Portfolio* (<i>Sem 1</i>) | 12 th Grade | Honors Art 2 |
| Honors Art 3: Exhibition* (<i>Sem 2</i>) | 12 th Grade | Honors Art 2 |

**The Honors Art 3 classes (2 semesters) engage students in creating their strongest portfolio work for the college admissions process, exhibition, or both. Students can elect to enroll in either semesters or both.*

7340 Honors Art 1: Studio Practice

Credit: 1

Open to Grades 11 and 12

Prerequisite: Concepts in Art and Drawing and Painting

This is a semester 1 course only

Honors Art 1: Studio Practice engages students in a rigorous daily studio art practice focused on establishing a visual journaling practice, advancing drawing skills, and experimenting with mixed-media 2D and 3D explorations as students begin to discover their artistic voice. Students will build on their knowledge of elements of art and principles of design to create work that is both representational and non-objective while deepening their understanding of perspective, value, composition, self-portraits and conceptual work. Students should expect to engage in a daily studio arts practice, manage multiple assignments and bodies of work simultaneously, engage in reading, writing, research and presentations, and actively participate in critiques, as they work through a series of technical assignments culminating in a final portfolio project. Portfolio reviews, visits from art school representatives, exposure to creative career paths, presentations from artists and art historians, museum visits, participation in exhibitions in the school and community, and regular discourse of historical and contemporary art and artists are an integral aspect of this course.

7360 Honors Art 2: Series Work

Credit: 1

Open to Grades 11 and 12

Prerequisite: Honors Art 1

This is a semester 2 course only

Honors Art 2: Series Work engages students in growing their studio arts practice by developing a more sophisticated, visually coherent series of artwork based upon a theme of the student's choice. The focus of this class is on solving advanced visual problems while building on the skills acquired in Honors Art I to develop a personal vision and voice as a young artist. Students will continue to advance their visual journal

practice, refine their drawing skills, work with 2D and 3D techniques, and investigate why and how artists work in series to investigate materials and concepts. Students should expect to engage in a daily studio arts practice, manage multiple assignments and bodies of work simultaneously, engage in reading, writing, research and presentations, and actively participate in critiques, as they work through a series of technical assignments culminating in a final portfolio project. Portfolio reviews, visits from art school representatives, exposure to creative career paths, presentations from artists and art historians, museum visits, participation in exhibitions in the school and community, and regular discourse of historical and contemporary art and artists are an integral aspect of this course.

7370 Honors Art 3: Portfolio

Credit: 1

Open to Grade 12

Prerequisite: Honors Art 2

This is a semester 1 course only

Honors Art 3: Portfolio engages students in creating their strongest portfolio work. Semester 1 focuses on the creation of advanced portfolio work focused on a sustained investigation that relates thematically, conceptually and visually, and that may be used in the college application process. This course functions much like a capstone while providing students full access to the art studios, materials and equipment, while sustaining a daily art making practice that is supported by teacher instruction and regular critique. Emphasis is on defining a personal vision and voice as a young artist and students are expected to push and stretch themselves artistically to take more creative risks as they explore the creative process, experiment with materials of their choosing, and investigate their own ideas through the development of a unified body of work. Portfolio reviews, visits from art school representatives, exposure to creative career paths, presentations from artists and art historians, museum visits, participation in exhibitions in the school and community, and regular discourse of historical and contemporary art and artists are an integral aspect of this course.

7380 Honors Art 3: Exhibition

Credit: 1

Open to Grade 12

Prerequisite: Honors Art 2

This is a semester 2 course only

Honors Art 3: Exhibition engages students in creating their strongest work for public exhibition. Semester 2 focuses on the creation of an advanced body of work that culminates in a public exhibition, artist catalogue, and presentation. This course functions much like a capstone while providing students full access to the art studios, materials and equipment, while sustaining a daily art making practice that is supported by teacher instruction and regular critique. Emphasis is on defining a personal vision and voice as a young artist and students are expected to push and stretch themselves artistically to take more creative risks as they explore the creative process, experiment with materials of their choosing, and investigate their own ideas through the development of a unified body of work. Portfolio reviews, visits from art school representatives, exposure to creative career paths, presentations from artists and art historians, museum visits, participation in exhibitions in the school and community, and regular discourse of historical and contemporary art and artists are an integral aspect of this course.

Art Classes Offered in Alternate Years

2022-2023 Offerings

7141 Color and Mixed Media

Credit: 1

Open to all grades

Prerequisite: Drawing and Painting

Students will develop their color theory, painting, and mixed media skills through a variety of collaborative assignments and work with classmates on installations and murals for the school and within the community at-large. Painting, mixed-media and collage techniques with an emphasis on larger scale will be the focus of this class. Students will be expected to develop their own artistic style, write about their work, engage in critiques, actively participate in a collaborative arts practice, and engage in short reading and writing assignments.

7211 Sculpture

Credit: 1

Open to all grades

Prerequisite: Concepts in Art

Sculptural projects will revolve around the themes of space, structure, time, light and form and the development of ideas in 3D. Students will approach these themes through large constructions, small-scale object making, and installation, and be introduced to found object sculpture, kinetic art, relief, environmental art, sound/digital sculpture, and assemblage. Sculptural techniques such as modeling, casting, carving and assembling will be explored. Students will gain an understanding of ancient and contemporary sculpture through the study of art history and we will visit local public sculptural installations. Students should expect to engage in a daily studio arts practice, study for quizzes, work independently and collaboratively, complete written assignments and research papers, participate in presentations, and engage in critiques.

2023 - 2024 Offerings

7231 Printmaking

Credit: 1

Open to all grades

Prerequisite: Concepts in Art

Printmaking is an artistic process based on the principle of transferring imagery from a matrix onto another surface, usually paper, allowing for the production of multiple images and variations from a single design. Students will be introduced to a wide range of materials and processes on and off the printing press including monotype/monoprint (painterly prints), relief printing (woodcut and linocut), intaglio printing (drypoint and collagraph), screen printing, alternative processes, and more. Related techniques such as book arts, binding structures, typography, zines, papermaking and paper marbling will be introduced. Through investigating process and context, students will gain an understanding of historical and contemporary practices that engage text and image as agents of communication and social change. Students should expect to engage in a daily studio arts practice, study for quizzes, work independently and collaboratively, engage in reading, writing, research and presentations, and participate in critiques, as they work through a series of technical assignments culminating in a self-directed final portfolio project.

7121 Ceramics 2

Open to all grades

Prerequisite: Ceramics 1

Credit: 1

In this advanced ceramics course, students will expand their hand building (pinch, coil, and slab), wheel throwing, and surface decoration techniques to create sculptural and functional forms that express an understanding of 3D art and design. The course provides for an exploration and development of personal ideas and vision with their materialization in clay. Students will work on self-designed projects, and series based work to create a final portfolio of ceramic work. Cultural and artistic ceramic traditions will be understood through research, written papers, homework, and class presentations, with a focus on contemporary pottery and sculpture. Students will be expected to set timelines and maintain deadlines, create written project proposals, work independently and collaboratively, engage in a daily ceramic practice, and regularly participate in written and oral critiques.

Philosophy of Performing Arts

Music and theater are a unifying force in civilizations throughout the world. They give order to sounds and silence, and communicate through melody, harmony, rhythm, and movement. The performing arts education trains the student to use the human voice and a variety of instruments in individual and ensemble performances. Performing arts includes a variety of music forms (folk, popular, band, and orchestral music, gospel music and oratorio, jazz, opera) as well as dramatic, musical theater and film study.

Performing Arts Transfer Goals K-12

- **Create and Perform** Formulate ideas and create and/or perform as an individual or in groups.
- **Respond and Empathize** Critically interpret, evaluate, empathize, and respectfully respond to the creative expression of self and others through global understanding of cultures and historical periods.
- **Connect** Respectfully and collaboratively connect and communicate ideas, perspectives and experiences through local and global music and theater.
- **Persevere** Apply discipline and perseverance towards developing technical and creative foundations to accomplish future goals.
- **Problem Solve** Apply critical thinking, evaluative listening, and appropriate practical techniques to the creation and consumption of music and theater.
- **Enjoy** Find joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation and active citizen engagement through the performing arts.

Performing Arts Courses

7968 Symphony Band (Fall Band)

Credit: 1

Offered Semester 1 only

This course may be taken more than once.

Symphony Band is the title of Fall Semester Band. In Symphony Band, students learn and perform popular music, at NHS Football home games, community events, and basketball games followed by a brief concert season which culminates with a mid-winter performance. Incoming freshmen musicians interested in taking band are strongly encouraged to take this class their first semester so they can develop their musicianship to a high school level through fun music and become part of the music community at NHS early-on. Fall band does not generally conflict with sports as there are no after school rehearsals.

7965 Wind Ensemble (Spring Band)

Credit: 1

Offered Semester 2 only

This course may be taken more than once.

Band is also offered in the Spring and serious musicians are encouraged to sign up for both semesters. Overall, the music is harder in the Spring semester so Band participation in previous semesters at NHS is strongly encouraged. Students who enroll in Wind Ensemble will explore a wide variety of more challenging band literature in a rigorous but supportive atmosphere while still fulfilling community obligations including a few parades, a handful of basketball games, and multiple fundraising events. Emphasis will be placed on advanced ensemble skills such as balance and blend, intonation, and rhythmic accuracy while further developing a personal relationship with the practice of music.

7981 American Popular Music & Social Change

Credit: 1

This course is for musicians and non-musicians who would like to study the development of popular music in America from the mid 1850's to the present day- no previous musical experience is required. This course uses popular music as a lens through which we can see and understand our present moment in America while providing background to social, economic, and political changes throughout this country's history. The course will consist of reading, writing, listening projects, and class presentations.

7915 Music Technology and Sound Recording (MTR)

Credit: 1

MTR introduces students to the world of electronic music composition and sound recording. This class teaches students how to produce music in digital audio workstations like Garage Band and Ableton and how to use those software programs to record bands, singers, and spoken word. Students in this class will be expected to balance the workload of learning course content while completing creative projects which demonstrate an understanding of the content. This course also teaches the skills to set up and run sound for live events at the high school. Student work and technical skills will be featured at an end of the semester performance.

7941 Chorus**Credit: 1***This course may be taken more than once*

This singing group requires no previous experience, but a strong desire to sing. The “NHS Chorus” will perform locally each semester. Emphasis will be placed on singing a wide variety of music and learning to blend voices within the group. Basic vocal technique and musical literacy are integral parts of this class. This course is excellent preparation for the other auditioned ensembles.

7971 A Cappella Ensemble: The Northamptones**Credit: 1***Prerequisite: Audition**This course may be taken more than once*

This class is for highly motivated vocal students. The A cappella group will study and perform a wide range of vocal a cappella repertoire. Music covered will include popular tunes (as heard by many colleges a cappella groups) and jazz arrangements. Students are also encouraged to write their own arrangements for the group. The A cappella group is a performance ensemble and will perform regularly throughout the academic year. Those who sign up must be able to attend many after school concerts and competitions.

7991 Chamber Choir**Credit: 1***Prerequisite: Audition**This course may be taken more than once*

This class is for highly motivated singers only. The Chamber Choir will study and perform a wide range of advanced choral literature. Students are expected to learn their part outside of class and attend several after-school concerts and festivals.

7911 Songwriting**Credit: 1***This course may be taken more than once*

This class is designed for anyone with an interest in writing songs. We will work on the fundamentals of composition and spend the bulk of our time applying these tools to songwriting. This is a workshop-style course; therefore, students must have the ability to work independently. Weekly assignments will include, lyric writing, melodic composition, chord progressions, musical forms and genres. Each student will develop their own portfolio over the course of the semester. There will be a performance of songs composed at the end of the semester.

7421 Film Studies**Credit: 1***Open to Grades 10, 11, & 12*

Film Studies examines the art of visual storytelling: how do movies combine images, sounds and words to engage us in a story “experience” that deeply influences our thoughts and feelings? - Students learn about the language and techniques of filmmaking while viewing and responding to over 20 movies from a wide variety of periods and genres, paying special attention to the role of the “classical Hollywood style” in modern filmmaking. Assignments include creative writing prompts, simple shot-making, quizzes, and a/v presentations.

7501 Acting

Open to all grades

This course may be taken more than once

Credit: 1

This class introduces students to acting, directing and playwriting in a fun, low-risk environment through a variety of games, exercises and performance techniques that prepare students for scene study and public performances. Students will receive core training in theater games, audition and rehearsal techniques, movement, improvisation, and voice and speech. Additional topics may include: scene and monologue study, acting for the camera, character analysis, children's theater, play analysis, story theater, stage combat and devised theater. The acting class can be repeated for students desiring a program of continued training which varies its focus from year to year.

7601 Stagecraft

Open to all grades

Credit: 1

What makes theater *Theater*? In this course, students will be introduced to a range of theater arts through the technical aspects of theatrical production, such as scene design, set building, sound, lighting, costume design and makeup. Students will spend classroom time engaged in units on these subjects and also support performances at school by assisting with sound, lighting, building, and more! Students will learn the history, theory and practice of theater; watch live and recorded performances; and produce scenes or short plays for the school community. Students not wishing to perform are not required to do so – there are plenty of production tasks that non-actors can pursue!

Wellness Program

Philosophy

Wellness education at Northampton High School provides our students with the opportunity to take part in courses designed to help students acquire the knowledge and skills to enable them to make responsible decisions regarding their health and wellness. The curriculum consists of rich content, current information, physical experiences and classroom experiences that aim to prepare them for a successful and healthy life. The ultimate goal and focus of the courses is to teach prevention efforts, being proactive and the latest information on how to apply these concepts to promote a healthy lifestyle and mitigate disease. Learning to balance physical, mental and social health is the cornerstone of our curriculum. The wellness program at NHS is dedicated to help each and every student reach their full health potential as they develop the confidence to function successfully in a globally diverse society.

Transfer Goals Health and Wellness K-12:

- **Participate in Lifelong Physical Fitness:** Design, modify and maintain physical activity that is personally appropriate and overcomes perceived personal limitations.
- **Make Balanced Choices:** Take personal responsibility for making healthy choices which are physically, socially, emotionally and intellectually balanced for a lifetime of well-being.
- **Develop Healthy Relationships:** Develop and sustain healthy interpersonal relationships within the family and in the community. Recognize and respect the value of individual differences.
- **Lead Our Communities:** Exhibit the ability to lead as a trusted, respectful, empathetic, and responsible role model, while individually and collaboratively contributing to one's local, national, and global communities.
- **Make Informed Decisions as an Engaged Citizen:** Critically evaluate health information/services in digital and multimedia formats, and act on accurate information to improve personal and community health.

Wellness Education Courses

9101 Physical Education (PE)

This course may be taken more than once

Credit: 1

This elective course offers physical activities that provide students with opportunities to develop efficient movement patterns and learn concepts of body awareness, space, and effort. The development of body systems that operate efficiently and the application of interpersonal skills to solve problems, which will provide the basis for students to become capable, fit adults. We will engage in a variety of physical activities through games, sports, exercise, and movement. PE students will be physically active for the majority of class units. However, there will be alternate units that will be based on learning about the many opportunities that exist in the field of physical education and used to impart knowledge that students can use in their lives beyond PE class.

9105 Yoga and Mindfulness

Prerequisites: Wellness

Open to Grades 10, 11, & 12

Credit: 1

This is an elective course designed for juniors and seniors that fulfills the requirement for a physical education experience. Students in this course will develop a regular meditation and yoga practice and enrich their personal growth and spiritual development. Students enrolled in this course should be prepared to participate in a strength-building, physical yoga class and be interested in the journey of self-growth and inquiry.

9501 Wellness

This course is required for all 9th grade students.

Credit: 1

The Northampton High School Wellness curriculum is designed to emphasize each student's responsibility for his or her own health and wellbeing. The curriculum is based on the six-dimension model of wellness: Physical, Social, Emotional, Environmental, Spiritual, and Intellectual. The course integrates health and physical education concepts, providing students with the skills, knowledge and behaviors needed to attain a healthy balance in their lives.

Special Education Department

Philosophy Statement

The Special Education Department of Northampton High School is committed to meeting the diverse needs of students with disabilities by assisting them to achieve academic success within public education, and to provide students with the skills necessary to become contributing members of society in adulthood living with as much autonomy as possible. We believe that the achievement of these goals is possible through effective collaboration with students, families, staff, related service providers and community resources.

Core Values, Beliefs and Learning Expectations

Academic Expectations

- To be effective communicators using writing, speaking and visual means for a variety of purposes
- To be skilled listeners and observers

Learning Goals and Objectives

Social and Civic

- To be able to handle and resolve conflict by utilizing empathy, flexibility, respect and self-control.

Academic

- Assist students in becoming self-advocates by encouraging a sense of self-awareness regarding the accommodations and strategies that enable them to achieve academic success.
- Implement accommodations and modifications that are informed by ongoing data collection and comprehensive assessment.
- Provide students with access to the general education curriculum through the implementation of the identified accommodations and modifications.
- Utilize a variety of modalities to teach students to become effective communicators through multiple means of communication (e.g. written, verbal, and visual).
- Assist students, families and team members in establishing appropriate and measurable academic goals for educational success.

Social/Emotional

- Collaboratively problem-solve in order to effectively address challenges in a student-centered manner.
- Communicate with parents, guardians, and families to ensure the holistic functioning of the student in the school environment.
- Establish safe learning environments where students feel supported by the adults and peers with whom they are interacting.

- Introduce and develop strategies to address conflict, inflexibilities, respect towards others and self-control.
- Teach students to use the tools provided to them to manage emotional difficulties, and to be active listeners and observers within their environment in order to better understand empathy and perspective.
- Depending on their level of need, assist students in developing social skills, daily living skills, personal care and safety skills, self-regulation, and executive functioning skills.

Transition

- Encourage students to become more self-aware and develop an understanding of their learning styles and strengths as well as skill deficit areas so that they can become effective advocates for themselves in all settings.
- Assist students in gaining a sense of the postsecondary college or career options that will be a best fit according to the individual student's learning style and preference as well as the appropriate level of support needed to find success.
- Guide students through the process of gaining experience focused on developing pre-vocational skills as well as skills to prepare them for community living as is appropriate to their level of need.
- Refer students and families to appropriate adult service agencies as appropriate.

Special Education Courses

8100 Learning Strategies

Credit: 1

Placement in class is determined by team meeting

This course will be graded Pass/Fail

This course provides students with increased access to high school curriculum through direct instruction and targeted, individualized support. Activities may include direct instruction in active reading, essay writing, and problem-solving skills, note-taking, test-taking, and test preparation strategies. Students are supported in developing executive functioning skills, social skills, and self-advocacy skills where appropriate. Teachers also support students in their transition to high school routines and expectations and with post-secondary planning and readiness.

0105 ELA Foundations

Credit: 1

This course counts towards an English requirement

Placement is determined by consult with teacher and administration

The ELA Foundations course is designed for students who need to build a stronger foundation in literacy skills. Students in this course will strengthen basic reading skills in the areas of decoding, fluency, and comprehension. Students will also develop basic writing skills in order to work toward grade level expectations. Students will access grade level literature with support. In addition, students will be instructed in the use of assistive technology to support literacy skills across the content areas. ***This course may be taken for credit more than once.***

3009 Mathematics Foundations

Credit: 1

This course counts towards a math requirement

Placement is determined by consult with teacher and administration

The Mathematics Foundations course is designed for students who need to build a stronger foundation of mathematical understanding. Students in this course will master basic mathematics skills including evaluating expressions, understanding number sense, ratios and proportion, percent, systems of measurement, and they will be introduced to geometrical principles. ***Students who take this course may have the option of taking it a second time for credit, or, upon evaluation, enrolling in Integrated Math 1.***

8515 Transition Skills and Mentoring

Credit: 1

This class will join students of all abilities with the goal of a unified and inclusive experience acquiring skills of daily living. Skills that may be covered will include: telephone and email communication skills, money and spending, time and schedules, safety in the community, basic kitchen know-how, workplace behavior, navigating social situations and developing leisure interests. Students will work in small groups to accomplish tasks. All students will record their experiences and share reflections.

8311 Developmental English

Credit: 1

A Life Skills course that works on the skills of functional reading, writing, and language comprehension. Unique curriculum is used to enhance and develop functional reading skills, functional vocabulary building, and comprehension of relevant topics (IEPs, self-advocacy, self-determination, etc.). Writing includes resume building, job applications and forms.

8211 Developmental Math

Credit: 1

A Life Skills course that works on the use of money, time, measurement, counting, operations and geometry. Developmental Math uses a hands-on approach employing various tools (cash register, money, calendars, ATM, checkbooks) for more realistic practice. Classwork is modified to meet the specific needs of each student.

Gaining Opportunity through Active Learning and Support Program (GOALS)

Placement in program is determined by team meeting

The GOALS program is designed for students who have moderate, severe, or multiple disabilities that require a level of support that is typically not provided through a special education resource room. At the high school level, the GOALS Program includes small, mixed-grade classrooms with a lead teacher and ESPs. While intensive specialized instruction in reading, writing, math, science and social studies is available in the GOALS classroom, students may also be included in other special or general education classrooms with appropriate support, depending on their needs and ability to participate in other settings. In addition to academic instruction, students in the GOALS program may also access services in areas such as occupational and physical therapy, assistive technology, mobility, vision, augmentative communication,

social skills, and adaptive skills such as living skills, including health maintenance and safety skills, depending on their level of need.

Web-Enhanced Individualized Student-led Education (WISE) Program at NHS

The WISE Program (Web-enhanced Individualized Student-led Education) is a customized Academic Support class designed to fit each student’s unique learning needs. The majority of student plans provide content-area curriculum through the online Edgenuity Platform with embedded specialized instruction and accommodations. The emphasis is on creating pathways to a diploma, and offering credit recovery coursework throughout the school year for students who need it. The WISE Program setting incorporates small group instruction and multiple levels of social-emotional support. Additionally, there are in-person, web-based, and/or hybrid courses, as well as the option for a Period 5 “Twilight” section to increase flexibility and access. It looks different for every student--that is why we call it Individualized and Student-led. *It is important to note that there is a referral process for the WISE Program which involves a Team meeting with the student, caregiver, school administrators, a guidance counselor, and a teacher from WISE.*

English Language Education (ELE) Program

Philosophy Statement

The English Language Education (ELE) Program is designed to meet the linguistic, academic and social needs of English Language Learners (ELLs) who attend Northampton High School. ELs are students who are learning English as a second or additional language and who are not yet proficient in English at their grade level. The ELE Program creates a welcoming and challenging learning community where students acquire proficiency in both conversational and academic English. Students are enrolled in rigorous ELE courses taught by certified ELE teachers, and learn English in the areas of listening, speaking, reading, and writing. ELE courses are aligned with district, state, and national standards. Students are also enrolled in academic courses taught by educators with sheltered English immersion (SEI) endorsement, with methods of teaching that are responsive to the learning needs of students developing English language proficiency.

Core Values, Beliefs and Learning Expectations

Academic Expectations

- Students will develop increasing communicative and academic proficiency in English
- Students will develop skills in listening, speaking, reading, writing and critical thinking
- Students will gain linguistic and academic skills needed for success in college and careers

Social and Civic Learning Expectations

- Students will increasingly advocate for themselves
- Students will learn about and participate in the school and local community

Learning Goals and Objectives

The ELE curriculum will include experiences that provide for the study of:

- United States culture and its diversity

- Reading strategies, fluency and comprehension
- Writing including the use of narrative, fiction, nonfiction and poetry
- Speaking including the expression of ideas and opinions
- Listening using fiction and nonfiction sources

English Language Education (ELE) Courses

8701A ELE I

Credit: 1

*Required for Beginning ELL students (WIDA levels 1 & 2)
Qualifying students will take this course for both semesters*

ELE I offers instruction in listening, speaking, reading and writing in English. Students study both conversational and academic English. This course includes explicit instruction in phonics, grammar, reading comprehension, and vocabulary. Students read, write and discuss a variety of fiction, non-fiction, and informational texts. Greater emphasis is put on the development of oral communication skills. This course can be repeated for credit. Students must achieve proficiency at this level in order to transition from the course.

8701B ELE II

Credit: 1

*Required for Intermediate ELL students (WIDA levels 3 & 4)
Qualifying students will take this course for both semesters*

Intermediate ELE II offers intermediate instruction in listening, speaking, reading and writing in English. Students study both conversational and academic English. This course includes explicit instruction in grammar, reading comprehension, and vocabulary. Students read, write and discuss a variety of fiction, non-fiction, and informational texts. This course can be repeated for credit. Students must achieve proficiency at this level in order to transition from the course.

8881 ELE Content Support

Credit: 1

Open to Beginner, Intermediate and Former ELE students

Content Support class offers ELE and Former ELE students the opportunity to work in small groups with academic support from ELE teachers and support staff in all subject areas. Students are provided access to additional materials and resources in order to be successful in content classes. In addition, this course supports and encourages organizational skills and self-advocacy for academic achievement at NHS. This course may be taken more than once.

Seal of Biliteracy

The criteria for earning the State Seal of Biliteracy can be found in 603 CMR 31.07(2) of the state regulations. The Board of Elementary and Secondary Education established these criteria to identify and recognize students who have attained a high level of proficiency in English and not less than one world language. To qualify for the State Seal of Biliteracy, students must meet all graduation requirements and the English language and world language criteria. A link to the description at the Department of Elementary and Secondary Education is: <http://www.doe.mass.edu/scholarships/biliteracy/>